Scientific Temperance Instruction

—IN—

Schools and Colleges.

A Brief History of the First Decade,

—BY—

Mary H. Hunt, Superintendent.

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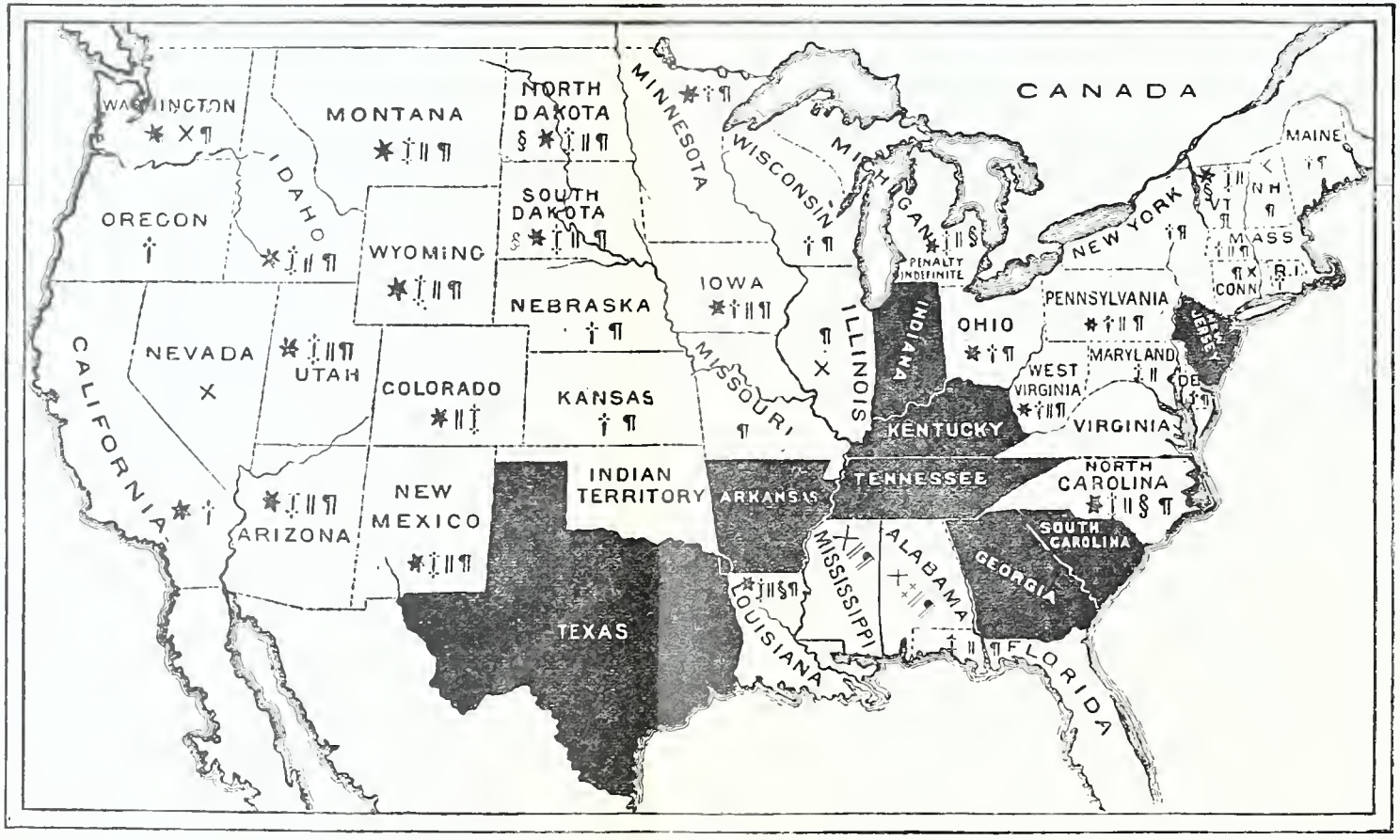
TEMPERANCE EDUCATION MAP OF THE UNITED STATES AND TERRITORIES.

States in White have a Temperance Education Law. Those in Black have ***NONE.***



EXPLANATION OF MARKS.

× The cross signifies that Scientific Temperance is a mandatory study in public schools.

* The star signifies a penalty attached to the enforcing clause of this statute in the state or territory to which it is affixed.

† The dagger signifies that the study is not only mandatory, but is required of all pupils in all schools.

‡ The double dagger signifies that the study is required of all pupils in all schools and is to be pursued with text-books in the hands of pupils able to read.

‖ The parallel indicates that the study is to be taught in the same manner and as thoroughly as other required branches.

§ The section mark indicates that text-books on this topic used in primary and intermediate schools must give one-fourth their space to temperance matter, and those used in high schools not less than 20 pages.

¶ The paragraph indicates that no teacher who has not passed a satisfactory examination in this subject is granted a certificate or authorized to teach.

A HISTORY OF THE FIRST DECADE

OF THE

DEPARTMENT OF

SCIENTIFIC TEMPERANCE INSTRUCTION

IN SCHOOLS AND COLLEGES,

OF THE

Woman's Christian Temperance Union

IN THREE PARTS.

Part I. History of the First Decade.

Part II. Biennial Report for the United States.

Part III. Work in Other Lands.

MARY H. HUNT, SUPERINTENDENT FOR THE UNITED STATES AND THE WORLD'S W. C. T. U.

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WILLIAM E. SHELDON, Pres. National Teachers' Association, 1887.

WILLIAM A. MOWRY, Ph.D.

THIRD EDITION.

BOSTON:
"WASHINGTON PRESS:" GEO. E. CROSBY & CO., PRINTERS,
383 WASHINGTON STREET.
1892.

List of the United States With and Without Temperance Education Laws.

[The full text of these laws will be found in Part II., heading the report of each state. The text of the national law is on page 91, heading the report of the District of Columbia, etc.]

States having Scientific Temperance Education Laws:	*States where Scientific Temperance Education Laws are yet to be secured:*
NEW ENGLAND STATES.	**NEW ENGLAND STATES.**
Enacted 1882, Vermont ×	
Amended 1886, adding * ‡ ‖ §	
" 1883, New Hampshire × ¶	
" 1884, Rhode Island †	
" 1885, Maine † ¶	
" 1885, Massachusetts † ‖ ¶	
" 1886, Connecticut × ¶	
MIDDLE STATES.	**MIDDLE STATES.**
Enacted 1884, New York † ¶	New Jersey.
" 1885, Pennsylvania * † ‖ ¶	
" 1887, Delaware † ¶	
SOUTHERN STATES.	**SOUTHERN STATES.**
Enacted 1885, Alabama × ‡ ‖ ¶	Virginia.
" 1886, Maryland ‡ ‖	South Carolina.
" 1887, West Virginia * † ‖ ¶	Georgia.
" 1888, Louisiana * ‡ ‖ § ¶	Texas.
" 1889, Florida ‡ ‖ ¶	Arkansas.
" 1891, No. Carolina * ‡ ‖ § ¶	Kentucky.
" 1892, Mississippi × ‖ ¶	Tennessee.
WESTERN STATES.	
Enacted 1883, Michigan † ¶	
Amended 1886, adding * ‡ ‖ §	
" 1885, Wisconsin † ¶	
" 1885, Kansas † ¶	
" 1885, Missouri ¶	
" 1885, Nevada ×	
" 1885, Nebraska † ¶	
" 1885, Oregon †	
" 1886, Iowa * † ‖ ¶	
" 1887, Colorado * ‡ ‖	**WESTERN STATES.**
" 1887, Minnesota * † ¶	Indiana.
" 1887, California * †	
" 1888, Ohio * † ¶	
" 1889, Illinois × ¶	
" 1889, Montana * ‡	
" 1890, No. Dakota * ‡ ‖ §	
" 1890, So. Dakota * ‡ ‖ § ¶	
" 1890, Washington × *	
Under National Law until adoption of State code. } Idaho * ‡ ‖ ¶	
Wyoming * ‡ ‖ ¶	

DISTRICT OF COLUMBIA NAVAL AND MILITARY ACADEMIES

All brought under S. T. E. law by Act of Congress of 1886. { District of Columbia * ‡ ‖ ¶ / National Naval Academy at Annapolis * ‡ ‖ ¶ / National Military Academy at West Point * ‡ ‖ ¶

TERRITORIES. { Arizona * ‡ ‖ ¶ / New Mexico * ‡ ‖ ¶ / Utah * ‡ ‖ ¶ / Alaska * ‡ ‖ ¶

N. B.—EXPLANATION OF MARKS.

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PREFACE.

Blot from the great mass of human ill-doing and suffering the consequences of the use of alcoholic liquors and other narcotics and something like the millennium would remain.

But in a Republic such blotting must be voluntary with a majority of the people before it can be compulsory, because a government of the people cannot compel majorities. Majorities are the law-making power that must first be convinced that alcohol and kindred narcotics are by nature outlaws, before they will outlaw them. As long as a majority of the voters believe in and want to drink alcoholic liquors, they will not vote to forbid their sale.

Total abstinence among the people is the object sought by prohibition, but under our form of government prohibition is impossible until a majority of the voters are already total abstainers. Legal prohibition will come as a result of the personal prohibition of the mass of the people. To secure such personal prohibition the popular fallacies which lead to the formation of drink habits must first be dispelled before appetite is formed. This can be most easily and universally accomplished by teaching the children of our land through the schools the truth about the nature of these substances and the peril of beginning to use them at all.

Popular ignorance of the fact that alcohol and other narcotics have the power to create an uncontrollable and destructive appetite for more, leads to the formation of such appetites and their awful consequences. At that point the people are misled and we must let on the light.

No boy expects to be a drunkard when he begins to drink. Teaching him only the evils of an intemperance that he imagines he could never be guilty of will make small impression. He must be shown that because of the nature of the drink there is a scientific connection between the first glass and the drunkard's fate.

It is the dangerous current in the placid looking stream above the rapids, more than the cataract at Niagara that should be exposed to the boy with a boat. In fancied security the youth of generation after generation has embarked in the current of tippling only to be drawn into the rapids of appetite and finally plunged over the awful abyss of drunkenness. To prevent this and thus preëmpt the childhood of today and the nation of tomorrow for an intelligent sobriety, is the object of the movement narrated in the following pages.

Communications from anyone concerning the interests or extension of this work are cordially welcomed and will receive early and earnest attention.

Address MARY H. HUNT,
Hyde Park, near Boston, Mass., U. S. A.

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Scientific Temperance Instruction

—IN—

SCHOOLS AND COLLEGES.

PART I.

History of the First Decade.

Temperance Education.

It is a remedy — peaceable, philosophical, radical, far-reaching. It trenches on no man's rights, proscribes no man's business, confiscates no man's property, dictates no man's habits, restricts no man's liberty. It appeals only to the power of truth. It is the echo of God's primordial decree, "Let there be light."

— *HON. BYRON M. CUTCHEON,*

Speech before Congress of the United States.

HISTORY OF THE FIRST DECADE.

TEN years ago the National Department of Scientific Temperance Instruction in Public Schools and Colleges was created. "What is Scientific Temperance?" we were then asked. The reasons for total abstinence, as found in the nature of alcoholic drinks and other narcotics and their effects upon the human system in connection with relative physiology and hygiene, was our reply; and this Department is organized to secure the faithful study of this science by every pupil in every school in the land, for we believe that prevention through the education of the children before appetite is formed, is the antidote for the vice of intemperance.

The Story Asked For.

Many requests for some account of the inception of the Department and for the history of its work are being received from parties newly interested and otherwise, in various parts of our own and other lands. There has been almost nothing to send in response to these. During the past ten years the imperative demands of the rapidly developing work of the Department have rushed upon each other with such bewildering rapidity that to take the time to write its history seemed like pausing in the midst of the decisive hour of a great battle to write the story of its preliminary struggles.

But as the time has come when such a history will aid further progress the leading facts of the past decade, culled from the annual reports, are arranged in consecutive order in the following pages. For lack of time and space the incidents and detail that made the events as they transpired more thrilling than romance, must be omitted.

At the outset I wish for myself and co-workers to bear witness to the fact that the inception and success of this movement have been and is from the God of nations who turned from the hardness of the adult human heart and said, "Suffer little children to come unto me."

Forerunners.

When the hour strikes for a discovery that is necessary to the world's development, or for a remedy needed for an imperiling evil, the thought of such discovery or remedy often comes almost simultaneously to different minds in divers parts of the world. While many may thus be prepared for the coming event, it has ordinarily fallen to the lot of some one individual, elected by Providence, to be impelled by its unseen power, to what is often a vicarious service, to bring the waiting blessing to a needy world.

In view of the need of the success that has crowned the efforts for compulsory Scientific Temperance Instruction in public schools, it is not strange that many should say, that before the movement became a fact they "had thought of its possibility." It shows that the time was ripe and the world ready for this effort to preëmpt the childhood of a nation for an intelligent sobriety. It is not the purpose of these pages to trace the history of every such forerunner, but to tell how the Department came to exist and what it has accomplished, regretting that this can not be done without personal allusion.

How It Happened.

Previous experience as a professor or teacher of chemistry and other sciences in one of our eastern colleges, led to practical oversight of the education of my only child, who was a student in the Massachusetts Institute of Technology from 1872 to 1876. While thus engaged, the question concerning alcohol as a chemical reagent led to inquiry as to its origin, nature and effects upon the human system as found in the popular alcoholic beverages. This study became an absorbing research that filled me with alarm for the future of a nation whose people were consuming such vast quantities of alcohol.

A Coincidence.

Simultaneously with this awakened interest, the future purport of which I then in no wise foresaw, Dr. B. W. Richardson, in his laboratory and dissecting rooms on the other side of the Atlantic was making in 1874 and 1875, the original investigations that gave to the world his famous "Cantor Lectures on Alcohol in Relation to its Action on Man." These lectures, then the latest utterance of scientific investigation, were the exact data I had been groping for. They proved the dangerous difference between the demonstrated fact that it is the nature

of a little alcohol to create an uncontrollable appetite for more and the popular idea of the harmlessness of using alcohol in small quantities.

As the result of this study the conviction grew that intemperance could never be prevented until the people were taught the real nature and effects of alcoholic drinks, and that this must be done through the schools.

The National Temperance Publication Society.

In searching for literature on this topic in 1876, I heard of the National Temperance Publication Society in New York, and of their interest in this phase of the temperance question. I found that they had already at some of their public gatherings passed valuable resolutions in favor of teaching children the facts concerning the nature and effects of alcoholic beverages.

The Woman's Christian Temperance Union Organized.

Another organization destined to be a mighty factor in this movement came into existence at this juncture. The Woman's Christian Temperance Union was organized in 1874, with a plan that contemplated state, county and local auxiliary societies throughout the entire land, to carry out in each, various phases of temperance work.

No Text-Books.

From the first a difficulty existed that was destined subsequently to menace the whole movement and to levy the heaviest drafts on the energy, endurance and ability of the one who had the chief burden of it to bear. There were no well-graded, suitable school text-books on scientific temperance, and the warning facts against alcohol could not be taught in schools unless they were first put into such form and shape in school manuals as pupils and teachers could use.

Dr. Richardson's Temperance Lesson-Book.

While I was vainly searching for books here, Dr. B. W. Richardson, in London, in 1878, at the request of the National Temperance League, England, prepared a digest of the Cantor Lectures on Alcohol for a school manual. This book was called "The Temperance Lesson Book." Immediately on its publication, I presented it to the school board of my own town for adoption and school use, which request was

granted. Thus the town of Hyde Park, a suburb of Boston, Mass., became the first place on record to officially introduce the study of Scientific Temperance into its public school curriculum.* The first step, always the hardest, was thus taken, and others quickly followed. Soon after, in response to the petition of the National Publishing Society, the same book was put upon the school supply list of New York city, though not reported as practically used in the schools of that city to any extent.

Scientific Temperance finds its Champions.

Meanwhile the Woman's Christian Temperance Union was growing with phenomenal rapidity, planting its auxiliary societies in all the States and Territories in the land. The attention of these earnest women was early turned from their first efforts to reform inebriates, who often mocked their hopes with relapse, to the more hopeful work of prevention. They were thus ready for what followed.

1879.

A Standing Committee Appointed.

In the autumn of 1879 I carried to the annual National Convention of the Woman's Christian Temperance Union, in session in Indianapolis, Ind., what the Quakers would call "my concern" for thorough text-book study of Scientific Temperance in public schools as a preventive against intemperance. In response, they passed the following resolution:

Resolved: That this Convention consider the introduction of Scientific Temperance text-books into the regular course of study in our public schools as a most hopeful line of work. We therefore urge the various States here represented to take immediate action to secure this important study taught in the schools of their several localities.

A standing committee, of which I was made chairman, was chosen to translate this resolution into action. The idea of Scientific Temperance Instruction as a part of the regular course of study in public schools was thus adopted by an organization destined to be an instrumentality in carrying it to every pupil in every school in this and other lands.

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*The study which was then taught in certain classes in the Hyde Park schools has since been put upon a broader and more thorough basis, and is now studied there with text books in the hands of all pupils able to read, and taught orally only in case of pupils who cannot read.

1880.

The Department Created: Its First Work.

The difficulties in the way of accomplishing any uniform work through a committee widely separated were quickly appreciated. The next National Convention of the Woman's Christian Temperance Union, held in Boston, Mass., October, 1880, responded to my request for the creation of a Department of Scientific Temperance Instruction in Schools and Colleges, to be officered by a National Superintendent, to take the place of the standing committee.

The Constitution of the society states that "it is the duty of the National Superintendent to originate, advise and direct plans of work," for the guidance and aid of auxiliary superintendents in all States and Territories in the country.

Here was a turning point in the early history of this movement where, guided by an unseen Power, we planned "more wisely than we knew." This unification, resulting from plans emanating from one source, to which all results are reported, has secured a unity of action, with ability to concentrate at desired points that has been one great secret of success. A great army with battalions in every State and Territory, regiments and companies in all counties, with pickets at every outpost, and all under the guidance of one head, is what this centralization foreshadowed.

By the same Convention I was made Superintendent of this Department, Oct. 28, and Mrs. C. C. Alford, of Brooklyn, its Secretary. The labors of this year were chiefly confined to organizing the work throughout the country and to creating public interest in the proposed study through the press, and lectures by the National Superintendent before popular audiences, educational bodies, churches and philanthropic conferences.

Text-Book.

Some teaching from Dr. Richardson's "Temperance Lesson-Book" and a little work by Miss Coleman, entitled "Alcohol and Hygiene," followed these efforts, by order of local school boards. The sporadic character of these results deepened the conviction that the study must be mandatory or it never would be systematically pursued. Experience soon proved the soundness of my position from the first, *viz.*, that text-books on temperance *only* would not fully meet the need. In order to understand the consequences of violating hygienic law in all respects, but especially in the use of alcoholic drinks and other narcotics, pupils must know something of relative physiology and general hygiene; therefore, the study should be incorporated with these topics.

1882.

The Doctors Agree, and Vermont Enacts the First Compulsory Temperance Education Law.

At this time the stock objection that met us on every side was, "There is nothing definite that can be taught about the effects of alcoholic drinks upon the human system." "The doctors are not agreed about it." It became evident that no progress could be made in getting legislation until we had an authoritative reply to this often honestly urged objection.

The American Medical Association, a national body of distinguished physicians, held an annual meeting in St. Paul, Minnesota, in June, 1882. To them I went and asked for some expression as to the evil nature and effects of alcoholic drinks against which we would warn the children and youth of our land. They passed, almost unanimously, the following resolutions.—

Resolved, 1st, That in view of the alarming prevalence and ill effects of intemperance, with which none are so familiar as the members of the medical profession, and which have called forth from eminent English physicians the voice of warning to the people of Great Britain, concerning the use of alcoholic beverages, we, members of the medical profession of the United States, unite in the declaration that we believe alcohol should be classed with other powerful drugs, that when prescribed medically it should be done with conscientious caution, and a sense of great responsibility.

Resolved, 2d, That we are of the opinion that the use of alcoholic liquors as a beverage is productive of a large amount of physical and mental disease; that it entails diseased appetites and enfeebled constitutions upon offspring, and that it is the cause of a large percentage of the crime and pauperism of our cities and country.

Resolved, 3d, That we would welcome any change in public sentiment that would confine the uses of liquors to the uses of science, art and medicine.

Here was another milestone. The Report of that year, after recording this result, adds:

"Our object is gained. The favorite objection of opponents is silenced. For no one can hereafter say that the doctors of this country disprove the statement of facts against alcoholic beverages that we would teach the rising generation. To the coöperation of the ladies of Minnesota we are indebted for this, especially to the generosity of Miss A. M. Henderson, of Minneapolis, who was the chief contributor to the expense incident to the journey, so helpful to our cause."

These resolutions have furnished the text for the successful plea for Temperance education laws made before many legislatures, state and national.

Methods for Securing Legislation.

The Annual Report of this department for 1882, contains a plan of work for securing Temperance Education laws. These plans were the result of a careful study of the underlying principles of our government and the methods of changing or adding to our laws. Realizing that no flights of oratory, no general and aimless agitation could accomplish the giant task of engrafting a new study upon the school system of a country, I appreciated the saying of Abraham Lincoln that "whoever would change a law of this Republic can do it by first changing the convictions of the people," and realized that success here must be an "organized victory." The following passages from these plans may answer, in part, the frequent question, "How did you work for this legislation?"

"Because no study goes universally into, or stays long in the public schools, unless required to be taught by law, and because the special preparation necessary to teach a new study can only be assured when the law requires it of teachers, therefore, the late National Convention in Washington (at the suggestion of the National Superintendent,) pledged this Department to work, as fast as practicable, for compulsory temperance education, in other words for legislation that will place the study of the nature and effects of alcoholic drinks and other narcotics upon the human system, with other required studies in all schools under state control."

"School law, like all law, is embodied sentiment. This sentiment must first be created among the people who are the law making power, before we can expect legislatures to write it on our statute books. The people are the real source of power—they must be the lobby. There the first step for compulsory temperance education should be taken before the primary meetings are held for the nomination of legislators, by agitating through pulpit, platform, press and prayer meeting for the choice of temperance men as legislators. After these are elected, before the legislature convenes, appeal to their constituents in like manner to instruct these law makers to vote for temperance education in public schools. This should be so universally and systematically done that every legislator will feel this pressure before he leaves his constituents."

Then follow directions for petitions and for work before legislative committees and assemblies, with the assertion:

"Where these methods are faithfully carried out, especially the preliminary work among constituents, COMPULSORY TEMPERANCE EDUCATION can be secured in almost any state, for men will vote for the education of the children before they will for prohibition."

Vermont the First State.

The Vermont Woman's Christian Temperance Union, at their Annual Convention that year, voted to put these plans into execution, and invited the National Superintendent to conduct the campaign before the people and legislature. God blessed the efforts, and in Nov. 1882, the first compulsory temperance education law ever anywhere enacted was put on the statute books of Vermont.

Text-Books.

The law of Vermont described the new study as "Physiology and Hygiene, with special reference to the effects of alcoholic drinks and other narcotics." There was not then a text-book in the world that met this description. "The legislature must have caught the contagion of the faith that plead for the law when they passed an act demanding a study, the literature of which had to be created," writes a Vermont historian, of that event, Mrs. J. L. Perkins. But the law was not to go into force for a year, and what might not be accomplished in that time?

Research and its Results.

During the decade that was then passing, and the few years that preceded it, the nature and effects of alcoholic drinks, in their varied forms, and of other narcotics, were the subject of eminent crucial investigation, much of it original, followed by decisive results, which were demonstrated and given to the world. Of these I have tried to be a close and careful student, striving always to weigh evidence with judicial impartiality in search for what is true. In addition to this, constant pilgrimages to all parts of the country furnished the opportunity to observe all classes and study the popular fallacies and bad hygienic living underlying the drink habits as they exist among our varied populations. In numerous note-books these fallacies and errors were recorded with the statement against each,—"Get the truth about this put into the text-books."

Thus was formed in my own mind a standard of definite conviction as to what has been proven true in this science, and what needs to be and, therefore, should be taught. The necessity for somebody's having such well-grounded convictions became very evident in the subsequent conflicts over the text-book question.

1883.

Three States under Temperance Education Laws and our First Publishers.

This year the Michigan and New Hampshire Woman's Christian Temperance Unions followed the example of Vermont and united with the National Superintendent in campaigns for this legislation. In both States the laws we asked for were enacted by the people through their representatives.

Text-Books.

The laws of these States did not go into force for a year, but even then there were no text-books ready. Publishers and authors were slow to believe there would be a permanent market for this kind of literature, — "Didn't believe the laws would be enforced," etc. Vigorous efforts to secure suitable text-books had thus far failed. Dr. Richardson's "Temperance Lesson-Book" proved too technical for common school use, and like Miss Coleman's book, contained only temperance matter, no physiology or other hygiene which the law demanded.

But each failure was only paving the way for ultimate success. At this juncture when authors and publishers had promised and failed, and there was no hope for the needed books except to the eye of faith, Mr. Pearsall Smith, of Philadelphia, introduced me to the well-known publisher, Mr. A. S. Barnes of New York City. That philanthropic, Christian gentleman replied:

"Your proposition to prevent intemperance with a temperance education for the rising generation is certainly reasonable. It may not amount to much as a business investment to publish such books, but I will introduce the subject to my sons, who are now the active men of this firm, with a favorable recommendation. It will be doing good at least."

We thus found our first publishers. They introduced me to Dr. Steele, who subsequently wrote the first book endorsed by this Department.

1884.

THE EMPIRE STATE GIVES MOMENTUM TO THE MOVEMENT: FIVE STATES UNDER TEMPERANCE EDUCATION LAWS.

The following extracts from the annual report of this year tell the story:

"A wise general in planning a conquest aims at strategic points. The children and youth of the whole people, as we find them in the schools and educational institutions of the entire country, are the field to be secured by this department for Temperance education.

Its strategic points one year ago to the vision of your National Superintendent were, *first*, New York State with its five millions and more people, and next, Pennsylvania with her four millions. If these great centres of population could be carried, other smaller States would, with less labor, fall into line.

For two years this irresistible, haunting conviction followed me. The difficulties in the way only intensified the conviction and the desire to match obstacles with efforts to overcome them. To the universal assurance that it was useless to try to get a Compulsory Temperance Education Law from a New York Legislature, the Superintendent of this Department heard always, in the depths of her soul, but one answer, and that the command, 'Go forward.'

The campaign was systematically planned and executed. Earnest appeals from platform, press and prayer-meeting among the constituencies back of every vote created the sentiment that echoed in the final 'ay' 'ay' that enacted the law.

The passage of such a law by that State is the crowning victory of the year now closed, and a culminating point in our four years' struggle since the formation of the Department.

RHODE ISLAND,

with no special pressure of the people brought to bear upon the Legislature, as in other States, quickly followed New York in the passage of a similar law last April."

From the same report the following is clipped:

TEXT-BOOKS.

"Upon this Department devolves the duty of providing suitable text-books on Physiology and Hygiene, with special reference to alcoholic drinks and other narcotics, for 'all pupils in all schools,' and also the further responsibility indicated in the following extract from *The Union Signal:*

"DEAR EDITOR:—Please state to our friends that any endorsement of scientific text-books for the Temperance education contemplated by Mrs. Hunt's Department must have her signature to be satisfactory to the National W. C. T. U. I shall henceforth commend no book of this class until I have consulted with Mrs. Hunt, for we must all 'pull together' in this matter or we shall fail to 'get the best.'

FRANCES E. WILLARD."

If "all pupils in all schools" are taught, a series of at least three text-books, one each for high, intermediate and primary grades of schools is demanded, and four for schools closely graded. In the judgment of the friends of this movement it was deemed best that these books should be issued by regular school-book publishing houses, as no temperance publication society would be able to compete with these.

The story of the search for publishers, of the wider one for authors, of the disappointments of authors of manuscripts rejected because unsuitable, of the wrath of publishers whose books could not be endorsed, of the critics, some wise and some otherwise, of the heavy burden of expense which all this has brought upon your National Superintendent, and much more that has come into this experience, would form an almost tragic chapter.

As results, we present you, now ready for school use, the Hygienic Physiology, by Prof. J. Dorman Steele, endorsed by your National Superintendent, for Normal and High schools, and Hygiene for Young People, for intermediate grades, prepared under the direction of this Department, and of Prof. A. B. Palmer, M. D., LL. D., Dean of the Medical Department of the University of Michigan.

The book for primary grades is, we regret to say, not yet ready, but promised soon. The almost insurmountable obstacles in the way to be overcome is our only apology.

Publishers Rushing to Market.

"Large numbers of publishers and authors have rushed into our field with books containing the old and disproven theories concerning alcohol, badly arranged and badly graded, and otherwise inadequate to the demands of the laws and the needs of the schools. These works are defective in their treatment of alcohol, and have not the proportion or arrangement of Temperance matter that is intended by the spirit and letter of this legislation."

Another Secretary.

"The arrangement of details of campaign work for New York and other States has filled the time of the Secretary of this department, Mrs. C. C. Alford. Anything like a fair record of the self-denying labors of this earnest worker for the cause would more than fill the space allotted to this report. The increasing correspondence of the department demanded the addition of a second Secretary, Mrs. L. S. Tobey, whose entire time since June has been given to answering the thousands of letters that reach headquarters from all parts of the country."

The School-House the Hope of the Temperance Reform.

"We close this year with the expectation of Temperance people, as never before, turned toward the school-house as the hope of this reform, with nearly every State and Territory that has not the law, desiring and planning to work for it, and with unabated conviction that in this is the morning of the day when alcohol as a beverage shall be only a thing of history."

1885.

Our Strategic Points Won: Ten New States, Fifteen in all, and a Graded Series of Text-Books.

PROPHECY FULFILLED.

The opinion given in the report of the preceding year as to the strategic importance of the New York campaign in influencing the action of other States reads like prophecy in the light of the history of the succeeding year. The report of this year says:

"Ten States have, during the last twelve months, followed the example of the great Empire State, in making, by legislative act, the study of physiological temperance a part of the required course of instruction in their public schools These States are Alabama, Kansas, Missouri, Nebraska, Oregon, Nevada, Maine, Wisconsin, Pennsylvania, and Massachusetts."

The Passage of the Pennsylvania Law.

The great event of this year was the passage of the Pennsylvania law. our second strategic point in the effort to carry the whole country for temperance education in the public schools. It was one of the most difficult states to carry because of its size and vast foreign population. The campaign was exhaustive in its plan, scope and execution. It was the first law to which a definite penalty was attached and which discriminated against the defective temperance text-books, and hence an intense and varied opposition had to be encountered and overcome. Mrs. Jos. D. Weeks, the able state superintendent of this work at that time, says in her report: "With the continually changing aspect of affairs in the legislature, requiring often an immediate and entire change of tactics, no one, outside the central figures in the campaign, can appreciate the nervous strain, the bodily fatigue and the mental tax that had to be borne. We seemed to live at the key of a telegraphic instrument during many weeks."

The following newspaper account of the stirring scene in the legislature at the second reading of the bill, with a brief sketch of preliminary work, was written at the time by Mrs. Mary Lowe Dickenson:

Report of an Eye-Witness.

As the work of widening the temperance sentiment goes on, we come, now and then, would that it were more frequently, to places where the only thing to do seems to be to raise an Ebenezer, and the only thing to say is, "Hitherto hath the Lord helped us." Hitherto, even in Penn-

sylvania, after stations marked by stones of praise in Vermont, in Michigan, in New Hampshire, in New York, Rhode Island, and Alabama, has come the triumphant temperance law that gives the children of the Keystone State the knowledge that, under God, shall mean to them warning, and protection, and moral force, and dominion over self, and freedom from the demoralization and degradation of drink.

Hitherto, after nearly eighteen months of praying and planning on the part of the W. C. T. U. women of Pennsylvania, after single and united personal endeavor, after stimulating every force at their command, after such sacrifices of time, and strength and means in order to carry on the campaign as would make a stirring and pathetic history, hitherto the law has come.

Upon this great tide of womanly support, that buoyed her up on wave after wave of prayer, and of faith in her powers, has the leader of this work been borne from city to city, like a brave ship laden with a treasure of knowledge and blessing to be spread out before the listening people. Everywhere it has been a triumphant journey, winning the reluctant, convincing the prejudiced, enlightening the ignorant. Does anybody doubt it? "By their fruits ye shall know them," and the fruits are here before us in the legislative hall where I sit and note with my pencil the men who one after another leave their seats and saunter up here to the gallery and say their word of respectful congratulation and give their tribute of manly esteem to the woman who, as they say, convinced their judgment, or enlightened their consciences, or enlisted their hearts. It is triumph today for the superintendent of scientific instruction, but triumph at no small cost, if one may judge from the weariness of her face that bears the mark of many journeyings and exhausting labors and no little conflict of brain and travail of soul.

Last evening, while the electric lights made the imposing outlines of the capitol stand out vividly above the darkness of the city, a throng of people came up through the crisp cold of the wintry night, to hear Mrs. Hunt's last address before the members of the legislature. They filled the galleries, and overflowed into the aisles, and many a courteous legislator kindly made room for strangers by vacating his seat.

Upon the free and easy bustle of preliminary movement and chat that marks even the gatherings of great men, the gavel fell sharply, and the house dropped into comparative quiet. A short prayer by Rev. Mr. Chamberlain of Harrisburg, then, gently and easily, as if this was a country school and these lawmakers so many big boys bound to loyalty and service, Mrs. Hunt began to talk. From my corner behind the gathering of representative women who had come on from Philadelphia and elsewhere to be present on this occasion, I saw not only the thoughtful and pleased attention of the majority, but that the fidgety man ceased to fidget, the dogged man, who deliberately opened his newspaper, soon dropped it on the floor at his side; the man who flung himself into his seat with an air of dry endurance took an attitude of roused attention, the loungers sat up erect, and even the man who defiantly

swung his foot up to the top of the desk little by little drew it down and shrank away into the collar of his coat. Meantime the story of the need, and the progress and the prospects of such a law went on, enlivened by incident, softened by tender pleading, strengthened by argument, and supported by a sub-strata of science and fact. Readers of *The Union Signal* have heard Mrs. Hunt too often to need to be told what she said or how she said it, but that it was never better said than on this crowning occasion, no one would doubt who heard the applause that made the hall ring when she sat down. Among the obstacles to the passage of the bill in Pennsylvania, was a widespread mischievous impression that the whole thing was a gigantic advertising scheme in the interest of certain publishing houses; an impression that has required all the power of truth to combat. It met Mrs. Hunt even here in the form of questions from a member from Philadelphia, who forced from the speaker such a vindication of the whole work, its purpose, processes and methods, as effectually disposed of any insinuations or accusations of those interested in defeating the bill. This little passage demonstrated beyond a doubt the orator's ability to wield not only the persuasive powers of advocacy, but the sharper weapons of defence, and brought her eager congratulations from the throngs of representatives who crowded about the platform at the close.

Notwithstanding this enthusiasm there were many anxious faces in the gallery at the opening of the session this morning. Almost before the amen to the opening prayer had been uttered, a dozen members were on their feet offering the petitions sent in from their various districts, in behalf of the bill for scientific education. The dozen swelled to scores, and the scores multiplied all in a moment until so many boy messengers were flying down the aisles with the papers, and so many arms were waving in the air, that from every seat there seemed suddenly to have sprung a great fluttering white blossom of petition. The clamor of voices grew more confusing, the feet of the messengers flew faster, and the bursts of laughter grew louder, until the chairman, despairing of all attempts to call on the members in order, took them up section by section. Even then it took long enough to read them to suggest what a work the women had done who had secured the thousands of signatures. Among these women is one who has never let one morning of this session pass without a petition from some quarter for the passage of this bill. And they did not stop with petitions, but they bombarded the hearts and heads of their representatives with letters, letters admonitory and beseeching, letters solemn and warning, letters proper and patronizing, letters of all sorts, shapes, sizes and degrees of eloquence, but all pregnant with one mighty purpose, the ultimate passage of the bill.

And this morning it was the second time on the list, and before it came up, one representative after another came and said encouraging and cheering words to Mrs. Hunt, who looked a little as I have seen a mother look whose child was toddling along in its first attempt to go alone, in whose every step she had mother joy and pride, mingled with

a mighty fear lest it should get a fall. And when the hour came, and section after section the bill was read, when only one man said a word against it and two sprang at once to say brave words for it; when at last the ayes and noes were called for, aye, aye, aye, rang out strong and hearty, long lists of ayes with here and there a lonesome "no," until there had been counted 167 ayes and 7 nays, and the bill passed to its third reading with a majority that made its final passage tolerably sure. Then the anxious lines in the somewhat wearied face of the mother relaxed and she looked as if another child was safe upon its feet.

I make no mistake when I call Mrs. Hunt the mother of the bill, for in her labor for it she stands before the State as the representative and expression of the great heart of motherhood that claims the protection of the childhood of the land.

Behind this "mother" of the bill stood some of those who have borne it so closely upon their hearts that they may properly be called "its godmothers, sisters, its cousins and its aunts." Among them Mrs. Hannah Smith's face shone out placidly as if now had summer dawned upon the winter of her discontent, and I think I caught a thankful tear in Mrs. Patten's kindly eyes."

Our expectation that all opposition was now vanquished was not realized. I was summoned once more back to Harrisburg, to find the enemy had organized, determined to defeat the bill on its final passage. It came up at noon, March 31st. By the various parliamentary tactics known as filibustering, the opposition fought hard and long, but in vain. One hundred and thirty-one men voted solidly against thirty-nine, on every motion to amend, until the final vote was reached, after dark, and the thirty-nine were beaten, and our bill only lacked the Governor's signature, which, three days later, was added, and it became the law. It was a God-given victory, and to Him be all the praise.

Text-Books.

The Pathfinder Series, our first graded series of text-books, was then ready for "all pupils in all schools." This consisted of:

Hygienic Physiology, for High Schools. By Joel Dorman Steele, Ph.D.

Hygiene for Young People, for Intermediate Schools. Prepared under the direction of the Scientific Department of the National Woman's Christian Temperance Union, and of A. B. Palmer, M.D., LL.D., Dean of the Medical University of Michigan.

The Child's Health Primer, for Primary Schools. Prepared under the same direction. (Published by A. S. Barnes & Co., 111 William Street, New York City.) The report of this year says:

"These works represent five years' experimental study of the questions: What shall we teach, and how shall we teach it, so as to secure permanence in the schools?

What the production of this series has cost, no one can estimate, who has not followed your National Superintendent in her five years' search for authors and publishers and in the effort to secure absolute scientific accuracy, not modified in favor of occasional or moderate use of alcohol, and all adapted to modern methods of teaching, as well as to the capacities of pupils in each grade. All the pecuniary outlay necessary to the production of these books (over $6,000) has been furnished by the National Superintendent. It has been a heavy burden. No personal reimbursement could be received from the publishers, because there must be no ground for the charge of interested motives. That these text-books are now in the schools, and are being studied by thousands of pupils, is a reward beyond moneyed computation."

Publishers were no longer doubtful about a market for this kind of school literature. About thirty works on physiology, for school use, were issued by different houses immediately after the passage of the New York law. Most of these were the old-time physiologies with a little temperance matter tacked on the back of the book as an addenda where pupils would rarely reach it. The embarrassing position of the National Superintendent in not being able to endorse these books, can hardly be appreciated.

The laws passed by the legislatures of Massachusetts and Pennsylvania that year excluded text-books with temperance matter in the appendix. This drew a heavy fire of attack, but God gave us first the courage to stand for and defend the needed clause, and then He gave us victory in the legislatures. It was a decisive battle, and for all the States, as the publishers then generally reshaped their books, putting the temperance matter where it belongs, in each division of the subject of physiology with the other hygiene. Although this was the first step toward the satisfactory revision that came in later years, yet these books, in quality and quantity of temperance matter and adaptation to grade, were still so defective that they could not be endorsed by this Department. That endorsement had been given to the Pathfinder Series. Withholding it from the other books led to misapprehension. Thus came what has been called the "temperance text-book war."

A Valuable Secretary Resigns.

With the close of this year we suffered a severe loss in the resignation of Mrs. C. C. Alford. Her unselfish labors and devotion to the interests of the Department have been invaluable aids to its success.

1886.

A National Temperance Education Law: The Vermont Law Amended: Three New States, Eighteen in All, and All the Territories.

The great events of this year were the passage of a National Temperance Education Law by Congress for all schools under Federal control, and the strengthening revision of the Vermont law in November. Iowa, Maryland and Connecticut also enacted Temperance Education laws this year.

The following history of the passage of the National law is inserted by request.

The First Temperance Bill ever passed by the Congress of the United States.

"Come to Washington and help get a Temperance Education Law through Congress," said Senator H. W. Blair, three years before. A public event last autumn, led to the swift intuitional decision that the time had come to carry out this suggestion.

I went to Washington, December 1st, and presented the question before the local W. C. T. U. and a company of gentlemen who subsequently organized into the Citizens' Committee. These, with the Washington W. T. C. U., formed an advisory body-guard for the measure, while the entire charge of the Bill was put into my hands. The first step was to send petitions for this legislation, addressed to Congress, for circulation to every local W. C. T. U. in all the States and Territories. The fear that the women in our Unions in distant States would take little interest in this Bill to benefit remote portions of the country, proved entirely groundless. With equal zeal the womanhood of the North, South, East and West, in carrying the petitions for signatures from house to house, showed their sympathies to be as broad as the great country of which they are a part.

The public sentiment of their own locality was then gathered up and focalized on each member of the Committee to whom the Bill would be referred in both branches of Congress. With great care and study to strengthen it at points where the laws of the State had proved weak, the Bill was drafted.

It was presented to the Senate by Hon. H. W. Blair, of New Hampshire, and to the House by Hon. Byron Cutcheon, of Michigan. January 28, a hearing was had before the Senate Committee on Education. The plea of your National Superintendent for the report of the identical Bill she had drafted and presented was supplemented by the Rev. Drs. Baldwin, Bartlett and others. Seven days later a similar hearing was had before a like Committee of the House. The spirit with which the arguments presented on both these occasions was received, aroused

our hopes. The sharp debate in the Senate over the order to print these addresses was the first indication of antagonism.

A certain Senator declared that "any rum-seller or his patrons had as good a right to have their views on temperance education printed by the National Government, as any woman or minister." Nevertheless, the speeches were printed, and this located the first in the long line of opposition that had to be overcome, step by step.

The following extract, from a copy of a letter a lady from his State wrote that Senator, is a fair illustration of the reception his ideas met in that locality:

"When I knew you, sir, in our State, you were a chivalric Southern gentleman. Imagine my indignation at the audacity of the reporter who dares to represent you as saying that 'liquor men have as good a right to be heard in the Congress of the United States on the education of the children as any lady.' * * * I am sure you must be misrepresented, for no man who would say such a thing in the National Senate, could represent a white man's government from this State."

Many such letters reached the Senator. Thus his opposition died. The Bill, unchanged, was favorably reported from the Senate Committee. Letters and petitions from all the States and Territories had poured in upon the National Senate for weeks. The mood of that body at this point was most unfortunate. Debate on the admission of Dakota had aroused violent sectional feeling and party strife. "They will oppose your Bill, and it will be lost, unless you have some of those strong constitutional lawyers to sustain Senator Blair in defending it," was the advice of a gentleman connected with the Senate. To Vermont, the first State, I went and presented the situation to sympathetic audiences among Senator Edmunds' constituency. As quickly as the mails could carry them, messages followed from the Green Mountain State, assuring that Senator that his people wished him to befriend this Bill. This he did in a wise way, for whenever after that he presented a petition from his State, he took pains in open Senate to either inquire after the Bill, or to drop the remark that he "hoped it would soon be brought up," or to say that he believed it "had merit, and his people wanted it passed." A petition representing the entire legal bar in his Congressional District, sent by the Ohio women, was presented by Hon. John Sherman, President of the Senate. The stream of petitions and letters meanwhile kept pouring in upon every Senator from every State. March 18, 1886, the Senate voted to take up the calendar in its regular order. Senator Blair, recognizing the opportune moment, aided by Senator Sherman in the Chair, brought forward the Bill, and unamended and without debate, it passed the Senate unanimously. "This is victory enough for one year," our friends in and out Congress said: "Of course you don't expect to get the Bill any further this session?" But every discouragement only strengthened the assurance that God intended it to pass, and at that session.

House Committee.

For three months the Bill had been buried in a sub-committee of the House Committee on Education, who thus far had only proved a sepulchre

for all business referred to them. The meetings of that body were on each Friday morning. With the recurring Fridays hope dawned and died that the report would come. It became evident that nothing but the will of the people concentrated upon its objecting members, would ever move that committee to report. Starting upon the premise that the people are the sovereigns and Congress their servants, and that the servant obeys the master (if he wishes to keep his place), it seemed best to carry this case directly to the master (the people) for their verdict. Thousands and thousands of letters describing the situation, containing a copy of the Bill, were written to our W. C. T. U.'s who were our channel of communication with the people. And now in addition to the streams of petitions that were received by the various members of Congress, and each day referred by them to this Committee, letters from constituents came like snow-flakes to every member of Congress asking "why the bill was not reported." The dead silence in which they had hoped to strangle it was now broken. Hon. Mr. O'Donnell, of Michigan, prominently known as a strong friend to the measure on the sub-committee, said of that period of the struggle: "When in my seat in the House, one member after another, about every ten minutes, with an open letter in hand, came to me with, 'O'Donnell, why don't your committee report that Temperance Education Bill, my people are after me about it?' I always referred these inquiries to the Chairman of the sub-committee," said he.

The first objection offered by this Chairman was, "Such legislation will offend our German voters." Immediately we sent our petitions for the Bill to be signed only by German voters and German women, and the faithful W. C. T. U.'s in the States with German population, speedily gathered their signatures, and these sent into Congress by the hundreds, proved that fear groundless; but the fertile brain of this Chairman of the sub-committee seemed never at a loss for objections. The book job charge, now in this phase, and now in that, was the reason for not reporting, week after week, as the session wore away. One case will illustrate the methods of attack and defense. At one session of this Committee, this Chairman, in his profoundly oracular style, asserted that "there's but one book on this subject in the world; it has gone into all these schools in fourteen States—a monster monopoly! and Congress is asked to be a party to it." Our friends upon the committee were not familiar with the facts, but we were, and when they came together the next Friday, we had piled Mr. O'Donnell's committee desk high with the many books on the subject, good and bad, with statements from the various publishers of the number each had sold in the different States. Thus by ocular demonstration, and otherwise, week after week, as the session wore away the objections were answered, until at last the announcement came that such an Act by Congress would be "unconstitutional," and the objectors declared themselves "Strict Constructionists."

Our friends on the committee—bright journalists, bank presidents, business men—but not lawyers—were nonplussed at this. When I

learned about it, for the first time in my life I wished I was a lawyer; but I could study the law in this case, and rushed to the Congressional Library to begin. An indexed copy of the Constitution revealed this clause: "The Congress of the United States shall have power to make all needful rules for the territories and all other property of the United States." Certainly nothing could be more constitutional than this Bill. Through the huge volumes of the Acts of Congress, with Mrs. Nesbit, of Missouri, my constant companion in those labors, we searched for precedent in the legislation of Congress for the Territories. The last Friday morning dawned April 16th, when we knew if no report was reached that day, there was little hope for our Bill at that Session of Congress. We had personally seen every member of the committee whose support we could expect, to ensure his presence, and had carried to Mr. O'Donnell, our bright journalist and friend, the marked passages in the Constitution, the many acts of Congress concerning the Territories, as precedents to be used in answer to the "unconstitutional" argument; had, in short, with a feeling of absolute dependence, asked for "wisdom of Him who has promised it," and did believe he was giving it, and to the utmost followed out every suggestion. Then back to the little chamber on Capitol Hill, from which the letters and petitions had gone to all the land, I went to pray—to pace the room in suspense, and to read again and again God's promises that had been my stay in all the dark days of this long struggle.

At 12 o'clock, noon, in the Ladies' Reception room of the Representatives' Hall, in our National Capitol, a group of gentlemen, our friends on the committee, met us with smiling faces, saying, "Victory, complete victory!" The enemy was divided; could not agree, only the vote to report unamended could be carried.

Hon. Mr. Morrison, a few minutes after, meeting the vanquished Chairman of the sub-committee, said: "I hear you have acted on those Temperance Education petitions; what Bill did you report?" Mrs. Hunt's Bill; every 'i' dotted, and every 't' crossed," was the reply. 'Why, Burns, what are your politics?'" asked Mr. Morrison. "I, went to bed last night a Demoerat, but what I am this morning I don't know," was the reply.

The following was a month of almost superhuman labor and anxiety. If one of the great politieal parties in this body could be made solid for the measure, it seemed elear that the other would not wish to take the responsibility of defeating it. That condition seemed possible, "But you can't get it up this session; it is so low down on the ealendar," said even our friends. I began a study of the rules of the House, and aided by the suggestion of the Hon. Mr. Conger, of Iowa, found our only chance was Suspension Bill day, when to pass, it must have a two-thirds vote. That day, May 19th, came. In Mrs. Tilton's parlors, with the Washington W. C. T. U., we held a prayer meeting that morning, sang "Give to the Winds Your Fears," and went to the Capitol. We were kindly given the members' gallery; from it we watched the

business of the morning hour pass. The time to take up the preliminaries that led to our bill, came, when a member of Mr. Randall's committee moved to take up an appropriation bill instead; immediately on the left side of the House from the Speaker the wildest excitement prevailed. Men shouted, screamed, yelled "Suspension Bill day, Mr. Speaker!" "Suspension Bill day!" "Temperance Education, Mr. Speaker!" Mr. T. B. Reed, of Maine, with uplifted arm and closed fist rushed toward the desk and shouted over the din and uproar: "Mr. Speaker, this is interpreted as opposition to the Temperance Education Bill." The other side understood that. It was the gauntlet thrown down, and meant war, in other words, filibustering which would give the friends of the measure a chance to make the speeches showing the country who had killed the bill. The leaders on the left drew off in a knot in front of the Speaker's desk and those on the right "went down cellar," as one of the members called their place of conference in a basement committee room, while the yeas and nays were being called on the bringing up of the appropriation bill.

A page had been kindly given us to communicate with the floor. Our friends among the members came and went to and from our gallery as the exciting moments flew. The leaders on the right came from the basement and privately said to the determined men on the left, "We'll let your bill through if you won't discuss it." To this we all agreed. The appropriation bill disposed of, ours came, and 209 voted for it and only 8 voted against it. Then came days of intense suspense. "Will the President who is vetoing more bills than have all the Presidents before him, veto this?" Friends of the measure in both branches of Congress made various suggestions, but at last decided that Mrs. Hunt, with a lady companion, should go alone and talk with the Chief Magistrate. Coming into his presence, I said, "Mr. President, I have not come to urge you to sign the Temperance Education Bill just passed by both branches of Congress. As Governor of New York you put your signature to such a bill and are thus committed to this measure, but I have come, sir, to ask if you will kindly give me the pen with which you sign this National bill." He laughed, and three days later sent me the pen.

Thus the strongest Temperance Education Law ever passed by any legislative body became the law of this great Republic. The God of Nations cared for it at every step: to Him we render our thanks, to Him be all the glory! And yet we must not fail to mention the friends He raised up for its help and defense. Senator Blair, first and ever the wise counsellor and able tactician; Gen. Cutcheon and Hon. Mr. O'Donnell on the committee, ever on the alert and quick to use every weapon placed in his hand; Gen. Campbell of Pennsylvania; Hon. Mr. Whiting, of Massachusetts; Hon. Mr. Candler, of Georgia; Hon. Mr. Willett, of Kentucky; Hon. Mr. Small, of Minnesota; Governor Long, of Massachusetts, are only a few of the noble names of men who ably defended this effort to educate the children to abhor strong drink. No history of this movement would be complete without mention of

Mrs. LeFetre's great kindness as President of the Union, when I first went to Washington, and her heroism, in spite of delicate health, in daring to have the campaign undertaken.

Mrs. Tilton, the Secretary and later Local Superintendent of this Department, was abundant in labors for the cause, and other ladies of the Union were true helpers. To the W. C. T. U. women of this land I can only say, you were the real power, the real workers who gathered up the sentiment in all the Republic, now expressed in this law; without you it would have failed. My heart rejoices over you. Unborn generations will bless you, and heaven will be richer for your service.*

The Federal Government Recommends our Endorsed Text-Books.

"Come back to Washington and help us get the right books into these schools," said Senator Blair, Gen. Cutcheon, and other friends who wished the law to accomplish its utmost good.

I went, and for six weeks under a Southern Summer sun, went from Department to Commission, from Commission to Director, from Director to Secretary, from Secretary to Agent, and from Agent to Congressman, a long trying service, but the endorsed books are now in all those schools, and the general government has put its sanction on the strongest total abstinence teaching for the children.

Last year you hardly knew whether your endorsement of text-books had been wisely given. This year we come with the report that the text-books prepared under the direction of this Department and bearing its endorsement have the sanction of the Federal government in having been adopted by it for schools under its jurisdiction, as well as by the Board of Education for the schools of Washington, our National capital, in obedience to the National law.

Amendment of the Vermont Law.

The following is clipped from the annual report:

"Four years ago Vermont was the first State to enact a law that said in effect 'the children shall be taught temperance.' It is also the first State to revise an imperfect law on this subject, and make it as stringent as human law can be. This was done last autumn under the special care of the State President, Mrs. Perkins, and the National Superintendent. By them the incidents of that campaign can never be forgotten. Never did the book job cry ring more fiercely in human ears from liquor men and agents of books which this statute outlaws. The bill passed finally in the night, a few hours before the legislature adjourned, after the governor had vetoed a similar bill. The men whose opposition secured the veto went home at the close of the last afternoon session thinking they had killed the measure, but we stayed and the opponents woke in the morning to find that while they were sleeping a stronger law than the one they opposed had been enacted."

*The full text of the National Law.

Mrs. Perkins says of this:

"After eight years of persistent effort, we have now secured a law which demands and compels with penalties that 'all pupils in all public schools of the State shall be taught the nature of alcoholic drinks and other narcotics. Children too young to read shall receive oral instruction, and those who can read shall use a text-book.' The law also specifies that the text-books *must devote one-fourth their space to the effects of alcohol and other narcotics*, and provides that no school district can receive its share of the public money unless the school register shows that this law has been complied with. Besides this, the State is to provide free text-books to be used in the prosecution of this study, so that every provision seems to have been made to insure the full and complete enforcement of this much-desired law."

Text-Books.

Experience proves that the "special" facts concerning the nature and effects of alcoholic drinks, tobacco, and other narcotics, that the law requires taught, cannot be treated in less than one-quarter of the space given to the Physiology and Hygiene appropriate for Primary and Intermediate Grades, or in less than twenty pages of the ordinary High School book. The Pennsylvania and Massachusetts laws of 1885, with the clause that requires temperance teaching "in each division of the subject," as previously stated, led to the revision in that respect of most of the imperfect books; but they still lacked a due amount of temperance matter. They were chiefly technical physiology with only a smattering of temperance.

The Vermont amendment proved to be a strategic movement for the remedy of this defect, for Michigan soon followed Vermont's example by amending her law to make it require the same amount of temperance matter (one-fourth of the space). Other States followed. The deficient books were thus outlawed in those States unless more matter of this kind was added. But how could we be sure it would be of the right quality was then a serious question.

A Market for Books as Radical as the Truth.

Another clipping from the report says:

One year ago the books that silently or otherwise condoned the moderate or occasional glass were driving the more radical books bearing the W. C. T. U. endorsement from the market. To the publishers' vision those weak books were a pecuniary success.

This year with eighteen States and all the Territories under our banner, the adoption of the Pathfinder books by the National Government for schools under its control and by the Washington School Board for the District of Columbia, and the strengthening amendment of the Vermont law have changed the situation. The radical books, because they are radical, have driven the weak books from the market, because they are weak and publishers are now listening to our plea for more and better temperance matter because they are not now so much afraid that it will not sell. Only limited experience will find fault that we have not yet been able to bring *all* the books at once up to advanced standards. It is virtually to complain that all the world is not yet converted to total abstinence. They are coming.

The Truth Must be Maintained.

"Meantime, one of two courses only is possible for this Department. We must hold aloft the standard of total abstinence teaching, endorsing only those books that reach it, quietly enduring the misrepresentation to which this is exposing us, or we must give our sanction to the half truths, to the omissions, to the positively bad and evasive teaching now so lavishly offered for school use.

In the name of the children in our twenty-seven States and Territories, I unfalteringly add, 'The last I can never do'."

1887.

Five New States, Twenty-Three in All. The District of Columbia, National Military and Naval Academies, and all the Territories, Under Temperance Education Laws, — and the Great Petition to Publishers.

The principal events of this year are the enactment of the Temperance Educational Laws by the States of West Virginia, Minnesota, Colorado, California and Delaware, and, though mentioned last, by no means least, the Great Petition to Publishers for the revision of deficient temperance text-books.

The report of this year says:

"The question whether we may teach is largely settled. The passage of the New York law three years ago sent a thrill through the country that has vibrated in the legislative chambers of every State in this Republic, and in the halls of our National Congress.

Only four States north of the Potomac, persistently refusing the appeal, are yet without temperance education laws. These are Indiana, Illinois, Ohio, and New Jersey. In some respects difficult States, but sure to follow this overwhelming example."

Text-Books.

"That we may teach is settled. What shall we teach? is now the question to be wisely answered.

The public mind, and that of many of our workers, when turned to Scientific Temperance, for the past four years has been occupied with securing legislation permitting the teaching; therefore they have given little careful thought to the real question itself, viz.: What shall we teach?

Scientific Temperance Instruction is not getting a law, but it is the impartation of the scientific facts about the nature and effects of alcoholic drinks and other narcotics, which facts are the reasons for total abstinence. No matter how good the law, or how great our victory in securing it, if the facts against drink, tobacco, etc., are not in the books that follow the law into the schools, our object is defeated.

Prior to the recent discoveries of modern science concerning its nature and effects, "the abuse and not the use of alcohol" was the evil temperance advocates sought to reform. They denounced drunkenness but said nothing against the drink itself. That there is danger *per se* lurking in the first or occasional glass, because of the nature of the drink, was not then understood, and men were urged to control, rather than warned against forming, the drink habit. From this standpoint, many of the text-books now pushed into the schools have been written.

The temperance text-book war is virtually the question: Shall the old theory of moderate drinking, or the warnings of modern science *be taught the children of our land?* The settlement of this largely settles the temperance question of the near tomorrow, and the vast interests involved."

"Not to stand by the only books that contain these essential truths and to indorse those that do not contain them, would be to lose the thing we are after, viz.: The embedding of those truths in the intelligence of the children.

My closing reply to the attack of the Minnesota Temperance Textbook Commission is my answer to those who say, 'Indorse books if they are not quite so good. Why so particular?'

"Childhood saved today from the saloon, and the nation thus saved tomorrow, is the stake played for in this desperate game. All that is holiest in mother-love, all that is purest in the patriotism that would save the country from the saloon, for God and humanity, enters into our opposition, or our support, of these books. Teaching that is as

radical as the whole truth about alcoholic drinks and other narcotics, must be put into our schools if our children, and the land soon to be governed by them, are saved from the horrors of intemperance. No misrepresentation or maligning of my motives will wring from me an endorsement for anything less, or deter me, and my co-workers, from doing our utmost to secure this teaching for the childhood of America. We know no defeat. If, sometimes, we must wait with God, we are thus with him, only biding our time for the ultimate victory that is sure. For His 'kingdom will come.'"

The above was written in the darkest hours of the text-book war and only a few days before a great bereavement which the report records as follows:

DEATH OF THE DEPARTMENT SECRETARY, MRS. L. SOPHIA TOBEY.

"For the past four years there has stood by the side of the National Superintendent in her home a sister, the Secretary of this Department, so true in her devotion to this effort to save the children of this country from drink that its interests were her interests. Early and late at her desk, from her pen went out letters and documents to all parts of this and other lands until she thus really wrote her very life into her work for temperance education.

No counting of letters written, or documents sent out under her hand could give anything like a true report of what she was able to accomplish. Every letter and circular went freighted with prayer from a soul that, living in the presence of God's smile, longed for the coming of his kingdom on the earth.

To her foreign correspondence we are largely indebted for the extension of the work of this Department in other lands.

The exactions of the work due to the absence of the National Superintendent in Washington the winter and spring of 1886, while working for the passage of the National Temperance Educational Bill, left her, Mrs. Tobey, with less than the usual help. The long days at her desk, often in winter begun before light, weakened the thread of life never very strong. She began to fail, and during the hardest part of the text-book war, she went home to heaven, last July.

Over the grave of one of the Wesleys, in Westminster Abbey, is the inscription, 'God's workers die, but his work goes on.' From over the battlements of heaven she seems to us to be watching the progress of this effort to save every child in the Republic from the horrors of strong drink."

THE GREAT PETITION TO PUBLISHERS.

Under the shadow of this great sorrow, and while pleading for the wisdom to guide the work that is promised to the prayer of faith came the thought or inspiration of compiling a syllabus of what should be

taught in the schools as Scientific Temperance and of securing to it the signatures of competent judges, this to be presented to publishers in the form of a petition asking for a revision of their imperfect text-books on this topic. This syllabus was prepared and the petition embodying it was signed by over two hundred leading American citizens. Among the signers were twenty-two members of the National Congress, the President *pro tempore* of U. S. Senate, distinguished statesmen, members of Boards of Health in influential States, chemists, physicians, educators of national fame, the presidents of our great colleges and universities, and men known to the world as great ethical teachers. The signatures of the editors of fourteen of our leading religious papers are followed by the name of the late editor of *The Boston Pilot*, John Boyle O'Reilly, and by the names of all the Methodist Episcopal bishops then resident in the United States.

The report adds:

"As a whole, the petition constitutes an expression of the best expert sentiment of our country, in favor of teaching to the children of the United States, the full truth of science against strong drink, and in favor of total abstinence."

The following persons were selected from the signers to present the petition and to act as a Committee of Correspondence in reference to any revisions that might be attempted in response to this petition: Mary H. Hunt, National Superintendent of the Scientific Department of the W.C. T.U. William E. Sheldon, President National Teachers' Association of 1887. Daniel Dorchester, D. D., Vice-President of Massachusetts Total Abstinence Society. Albert H. Plumb, D. D., President Mass. Amendment Committee. Joseph Cook, of the Boston Monday Lectureship.

After this petition was sent to the publishers its syllabus of requirement was adopted as their standard for Temperance Text-books by the National Woman's Christian Temperance Union, at Nashville, November, 1887. [The full text of this petition will be found on pages 34, 35 and 36.]

Federal Aid for Public Schools.

In December 1886, there went out from this Department to the W. C. T. Unions all over the country, a letter containing the following:

"To secure through the schools the Temperance education of every child in the Republic is the object of this Department. Twenty-seven states and territories, containing nearly one-half the population of the country, are already under compulsory Temperance Education laws.

In many of the remaining states such laws would effect little, because of their lack of Public Schools.

We must have the school-house and the school in order to teach Temperance, or anything else. States that were the seat of the late civil war and impoverished by it, are now doing for education, in proportion to their taxable property what they can, and yet their public schools are lamentably inadequate to ensure that their rising generations shall be taught even to read and write.

The existence of a Republican form of government is dependent upon the intelligence and virtue of its people. According to the last census, one voter in every five in our land cannot write his name; one in every six cannot read his ballot. That these should vote for the saloon and its kindred degradations, naturally follows.

Therefore, the subjoined Resolution, passed by the National W. C. T. U., at their late convention in Minneapolis, Minn., was directly in the line of temperance work, *i. e.*

Whereas, The Scientific Temperance education of the youth and children of this country, through the schools, cannot be ensured without an established system of Free Public Instruction, and

Whereas, Such Instruction, in many portions of our country is brief and inadequate or wholly lacking, for want of means of support; therefore,

Resolved, That we approve what is known as the School Bill now pending in Congress, providing for Aid from the National Treasury, for public instruction, to be disbursed on the basis of Illiteracy, and we will heartily favor its passage.

Concerning this work the report of 1887 says:

"It is the duty of this Department to transmute resolutions into "the Acts of our Apostles." Ten thousand petitions were sent out. The local Unions of the United States circulated them. The work was thus set in motion. Hundreds of thousands of persons, over their own signatures, and 150,000 by personal letters, asked the forty-ninth Congress to pass this law. Including the membership of the great societies and Churches that joined us, over 2,000,000 petitioners from all parts of the land besieged Congress for this help for public schools.

Why, then, did not the bill pass? It did pass the Senate, and in response to this home pressure the coolly critical attitude of the lower House changed to one of active interest. Why, did it not pass there? A prominent congressman said: 'In adopting rules that control the business of this house, the forty-ninth Congress unwittingly walked into a close box, shut down its cover with a spring lock, and left the key with a few bosses outside, who will let us out or keep us in as they will. On the school bill they won't let us out.'

More than two-thirds of the House expressed three times by their votes their wish to consider this measure, and by every recourse possible under these arbitrary rules tried in vain to get it before them for action. The obstructionists said 'the bill would pass if it should come to a vote.' By keeping it in committee less than half a dozen men thwarted the will of two-thirds of the representatives of sixty million people.

Was not all that petition work lost, then?

No! A thousand times, No!

Our Campaign last winter lifted this question to the plane that demands a better reason than a sneer from the objector."

1888.

Two New Temperance Education States, Twenty-Five in all, with the Ten Territories, etc.

The report of this year says:

"Ohio and Louisiana are this year added to our list of states under temperance education laws."

Louisiana's example in passing one of the strongest laws of this kind is cause of especial gratitude, because of its influence on other states in that part of the country.

Twelve Million Children now under Temperance Education Laws.

More than two-thirds of the present population of the United States are now under this legislation. Accepting the admitted estimate that the entire present school population of this country is 18,000,000, two-thirds would be *12,000,000 CHILDREN*, of whom law says they shall be taught the nature and effects of alcoholic drinks and other narcotics.

What shall be taught these is a question fraught with destiny to the individual, family and social life of our people and to the Republic itself. A self-governing people, must be a sober people. Alcohol is a brain poison. In the nature of things either the saloon or the Republic must perish. To falter in the demand that the utmost truth against alcoholic drinks and other narcotics shall be taught would be more than sin. Except to the eye of faith this struggle for the truth has seemed an unequal contest, but the God of Nations has been guiding.

> "The high stars in their courses
> Fight for him who fights for God."

The report for 1888 further says:

The Text-Book War Over.

"As there are 'tides in the affairs of men which taken at the flood lead on to' success, so there have been epochs in the history of this Department which foreshadowed all its future.

In response to the great petition nearly all the publishers during the past year have expressed the desire to have their books revised, on condition that the National Superintendent of the Scientific Department of the W. C. T. U. would revise them, or supervise their proposed revision. There are from twenty-six to thirty books to be thus remodeled — a gigantic task. Gratitude over the prospect that thus the full truth against alcoholic drinks and kindred narcotics is to be popularized, and to go to the children, is only shaded by a glimpse of the enormous burden of gratuitous work and the vast responsibility it involves.

Trusting in Him who is The Truth, and who has promised to 'guide us into all truth,' and who has thus far led us on, counter engagements and invitations are postponed or declined, in order that as nearly the whole time as possible may be given to this work of revision.

The co-operation of experts of the highest chemical and physiological standing on these special topics is secured, by exhaustive examinations of their printed works and more personal aid. In these investigations prolonged access is had to the largest medical libraries in our country, including the one in Washington, D. C."

The actual work of revision, begun in Washington, in the spring of 1888, was interrupted by the absence of the National Superintendent for six weeks' work in Louisiana, for the temperance education law enacted there July 6th. August 10th, the National Superintendent, with secretaries and helpers, returned to Hyde Park, Mass., and opened again Hope Cottage, which became the local base of operations for text-book revision.

At the request of the National Superintendent four eminent gentlemen were appointed by the National W. C. T. U. Convention of 1887 to act as an Advisory Board in this Department. Of this the report says:

Valuable Aid of Advisory Board.

In this connection and through this report I would gratefully acknowledge the valuable assistance granted this Department during the past year by the gentlemen composing its advisory board:—

Albert H. Plumb, D. D., Pres. Mass. Amendment Society.

Daniel Dorchester, D. D., Vice-Pres. Mass. Total Abstinence Society.

William E. Sheldon, Pres. National Teachers' Association of 1887.

Rev. Joseph Cook, of Boston Monday Lectureship.

Their skilful and vigorous defence has made the cause their debtors. Their timely advice and hearty co-operation has greatly aided the effort

"Hope Cottage," Hyde Park, Mass.

to so popularize the science of temperance that the smallest pupils may understand from their school manuals why they should neither drink alcoholic liquors of any kind, nor use tobacco.

On May 28th, of this year, Miss Emma L. Benedict came at the call of the National Superintendent, to aid in the research for the revision of text-books. In consequence of her valuable services, at the close of this year, she was made Literary Assistant, by vote of the National W. C. T. U. convention, held in Chicago.

Work for the Enforcement of Temperance Education Laws now Begun.

While there was no prospect of the revision of the poor books, the National Department sent out no plans to secure universal enforcement of the temperance education laws, because more poor books than good would have followed such efforts into the schools. But as soon as we were sure that the books were to be revised this course was changed. The report of 1888 says under head of

"Plan of Work and School Leaflets."

"For the aid of all our workers, the National Superintendent has this year prepared a carefully itemized schedule of plans designed to cover every detail of the National, State, County and Local work of this department, a pamphlet of 64 pages, and has sent the same to every State and Territorial Superintendent, and is now sending to all County and Local Superintendents.

The National Department has also issued a series of leaflets that should be given to every teacher and school board in the land.

These are being sent out with the Plan of Work as before stated.

Our Mount of Observation.

The National Department is compiling a directory which is intended to contain the names and addresses, by States, Territories, counties and localities, of every W. C. T. U. Scientific Temperance Superintendent in the whole country. Over against these we are placing a directory of all the schools of the country. Thus, with our workers all in direct line of communication, and the field before us, our position for the enforcement of our Scientific Temperance Education laws will be the mount of observation that Hugomont was to Wellington in winning Waterloo. For this there must be no break in the ranks of our Superintendents. We are the recruiting officers and the school teachers the drill masters for training the coming total abstinence army that is to banish alcohol from human beverages."

Federal Aid for Public Schools.

Efforts to secure the passage of the Federal Aid Bill were renewed during the winter of 1887 and 1888. Petitions were again sent out and returned so well filled with individual names and petitions from churches, societies and other collective bodies, that the National Superintendent of this Department again presented to Congress the prayer of more than 2,000,000 citizens of the United States, making, with those presented the year before, 4,000,000, for the passage of what is known as the Blair Education Bill. The bill again passed the Senate but was again smothered in the House by the refusal of the committee to report.*

1889.

Two New States,—Twenty-Seven in all, and all the Territories, — and Eighteen Revised and Endorsed Text-books Issued by Seven Different Houses.

Florida and Illinois have this year enacted Temperance Education laws. Added to these legislative gains the great work of the year has been the revision of school text-books on this topic, continued from last year. The reader will remember that a syllabus of what should be taught on this subject in the form of a petition to publishers with numerous and eminent signatures was the immediate cause of this revision. As that petition is the standard to which these books have been revised it is inserted here as our creed or "articles of faith" concerning the matter in hand.

A Petition to Publishers of Temperance Text-Books.

1. Thirty-two States and Territories now require scientific temperance instruction in the public schools, and the question whether the children shall receive such instruction is seen to depend largely upon the character of the text-books employed.

2. It was the intention of those who secured these laws that the children should have the latest science concerning the dangerous and hurtful qualities of alcohol used in any degree, and the peril of forming the habit of its use.

The law requires this. Nothing less than this will ever satisfy its friends.

3. Those text-books that are largely physiology, with a minimum of temperance matter that only points out the evil of drunkenness and the danger of excessive use of alcoholic drinks and narcotics, do not meet

* See Senator H. W. Blair's letter in Appendix, page 112, as to subsequent efforts for Federal Aid for public schools.

the requirements of the law, and do not satisfy those who secured its enactment and who *are determined to secure its enforcement.*

4. Therefore, the undersigned legislators who voted for these laws in various states and in the National Congress, the representatives of temperance organizations, and who are familiar with the sentiment and are entitled to speak for the very numerous membership of different churches and other bodies, extending widely throughout the land, and citizens who speak for ourselves, do make respectful and earnest appeal to all publishers of text-books on this subject to revise their publications to conform to the latest results of scientific inquiry, and to meet the terms and spirit of these statutes in making the temperance matter the chief and not the subordinate topic in these books, so that public and authorized expressions of approval and indorsement of all such books can be issued and given wide circulation.

5. In urging this appeal we beg leave to represent that if this new education is to give to the world a coming generation of intelligent total abstainers, as we expect, its manuals of instruction must conform to the following specifications:

1st. — They must teach with no uncertain sound the proven findings of science, viz.:

(*a.*) — That alcohol is a dangerous and seductive poison.

(*b.*) — That beer, wine, and cider contain this same alcohol, thus making them dangerous drinks, to be avoided, and that they are the product of a fermentation that changes a food to a poison.

(*c.*) — That it is the nature of a little of any liquor containing alcohol to create an appetite for more, which is so apt to become uncontrollable that the strongest warning should be urged against taking that little and thus *forming* the appetite.

2nd.— They must teach also the effect of these upon "the human system," that is, upon the whole being — mental, moral, and physical. The appalling effects of drinking habits upon the citizenship of the nation, the degradation and crime resulting, demand that instruction here should give clear and emphatic utterance to the solemn warnings of science on this subject.

3rd.— This instruction must be as well graded to the capacities of each class of pupils as the modern school readers are. A book fit for high schools put into primary or intermediate classes will make the study a failure there. Truth is just as true and as scientific when told in easy words as when put into stilted technicalities the child cannot understand.

4th.— This is not a physiological but a temperance movement. In all grades below the high school this instruction should contain only physiology enough to make the hygiene of temperance and other laws of health intelligible. Temperance should be the chief and not the subordinate topic, and should occupy at least one-fourth the space in text-books for these grades. As only a small portion of the pupils in our

public schools attend high schools, and vast numbers leave with the primary, this instruction should be early and ample. It is not desirable to have a separate book for the physiology heretofore studied in the high school or to limit the amount, but at least twenty pages out of that ordinarily required should be given to the question of the danger of alcoholic drinks and other narcotics, in a text-book for these classes.

5th.— This effort to disabuse the minds of the rising generation of fallacies which lead to drink habits should purposely avoid reference to the medical use of alcohol, except to state that as by common consent its lay prescription is condemned, the question of its use as a remedy may properly be relegated to medical treatises, as out of place and misleading in a school text-book.

Lacking in any of these points, a text-book on scientific temperance is incomplete, and the use in the schools of such a book will not result in a strong temperance sentiment among the pupils using it.

Because the question of total abstinence for the children of this country, and therefore of their well-being and that of the land soon to be governed by them, depends so largely upon the teachings in these books, we make this appeal.

Coöperation of Authors and Publishers.

When we came into communication with authors it soon became apparent there was not so much difference of opinion about what is true concerning the subject in hand, as misapprehension as to what special truths should be brought forward. Some writers were misled by supposing that exhortation or appeal after the style of the temperance lecture was desired. These difficulties vanished when they found that we wanted no fanatical preaching, but instead, a full statement as to the origin, evil nature and effects of alcoholic drinks and other narcotics, all told in language that the various grades of pupils can understand.

The great men among these authors who are fully abreast with the researches, experiments and proven facts of modern science on this subject, were first to come into accord with the petition standard.

We wish here to extend our thanks to the publishers who have coöperated with us in the revision.

As a result of this we were able to present to the annual National Convention at the close of this year, 1889, the following large variety of books, either so written or revised that they conform to the Petition Standard, and could therefore be endorsed by this Department.

List of Endorsed Temperance Physiologies.

Appleton Physiology Series.

	Exchange Price.	*Introduction Price.*
Health for Little Folks (in press), No. 1. For Primary Grades,	18 cts.	30 cts.
Lessons in Hygiene, No. 2. For Intermediate Grades,	27 cts.	45 cts.
Outlines of Anatomy, Physiology and Hygiene, by Roger S. Tracy, M. D., No. 3. For High Schools,	60 cts.	$1.00

Issued by D. Appleton & Co., New York.

The Eclectic Series.

House I Live In (Revised Edition), No. 1. For Primary Grades,	18 cts.	30 cts.
Youth's Temperance Manual. No. 2. For Intermediate Grades,	25 cts.	40 cts.
Eclectic Guide to Health, No. 3. For High Schools,	36 cts.	60 cts.

Issued by Van Antwerp, Bragg & Co., Cincinnatti.

The Pathfinder Series.

Child's Health Primer, No. 1. For Primary Grades,	18 cts.	30 cts.
Hygiene for Young People or Young People's Physiology } For Intermediate Grades,	30 cts.	50 cts.
Hygienic Physiology, No. 3. For High Schools,	67 cts.	$1.00

Issued by A. S. Barnes & Co., New York City.

The Union Series.

Physiology and Health, No. 1. For Primary Grades,	18 cts.	24 cts.
Physiology and Health, No. 2. For Intermediate Grades,	23 cts.	30 cts.
Physiology and Health, No. 3. For Advanced Grammar Grades,	37 cts.	50 cts.

Issued by Ivison, Blakeman & Co., New York City.

The above four series are now issued by the American Book Company, 806 and 808 Broadway, New York.

Miscellaneous.

Dulany's Primer of Physiology, No. 1. For Primary Grades,
Dulany's Standard Physiology, No. 2. For Intermediate Grades,
Published by W. J. C. Dulany, 8 East Baltimore Street, Baltimore, Md.

A Healthy Body (Second Edition). For Intermediate Grades.
Published by Silver, Burdett & Co., 122 and 124 Wabash Ave., Chicago, Ill.

The Human Body and the Effects of Narcotics (in press). By H. Newell Martin, M. D. High Schools.
Published by Henry Holt, 29 West 23d St., New York City.

Good Health for Children, for Primary Grades, (in press). Published by Leach, Shewell and Sanborn.

In addition to the above, we now have (1891), a revised edition of the Primary book of the Blaisdell Series, with the Intermediate and Advanced books of the same series undergoing revision.

An Oral Lesson Book in Preparation.

To aid the teachers in giving oral instruction on this subject to primary pupils who cannot read, a teachers' manual or book of oral lessons is being prepared. It consists of three series of about 40 lessons each, for each of the three first years of school, based upon the objective method of teaching. For each lesson a few simple, but fundamental statements are selected, and suggestions are given in the form of questions, illustrations and stories, for drawing out or developing these statements from the pupil. The same principles employed in the "development lessons" on other subjects, by the best modern methods of primary teaching, are carefully followed in this book. It is now nearly ready, and will be, we trust, of great aid to primary teachers. A prominent feature of the book will be motion songs illustrating the lessons and furnishing physical culture exercises.

The Text-Book War a Blessing in Disguise.

As we look back upon the struggle which resulted in the publication of the long list of revised books issued by so many different publishers, with more to follow, we see clearly that to the cause of pure truth the book war on this topic has been a blessing in disguise. It has led to exhaustive search for evidence, to careful sifting and to the rejection of whatever is not sustained by unquestioned authority.

It is the old story over again. In the white heat of opposition, on the anvil, under the hammer, Truth has been forged into arrows that penetrate the armor of error.

These books have thus baffled criticism, and are sent out followed by the prayer that they may guide young feet from the dangerous pitfalls in the ambushed paths of life.

Interest Aroused by Printed Report of 1888.

Early in 1889 the report of the previous year was published and sent out, not only to our W. C. T. U. workers but to colleges, normal schools, academies, state, county, and city superintendents of schools in nearly every State and Territory in the Union, beside large numbers sent to foreign lands. In nearly all the States the State Superintendent of this Department undertook the expense of sending it to all the county superintendents of public instruction in her field. A number of State Unions paid for having it sent to all their local unions.

Among the results which followed this wide distribution were,—a marked increase of interest in all parts of the country; a rapid increase in the appointment of local and county superintendents of this department; cordial letters expressing sympathy and readiness to coöperate

from leading educational institutions, State, county, and city superintendents of schools; the introduction of the study into many schools where it had never before been taught; and convictions that in some cases influenced the teaching for a whole State.

Correspondence.

With the development of the work has come a vast increase of correspondence. During the great campaigns tens of thousands of letters per year go and come, in addition to the great daily mail from everywhere, touching every phase of the department work. This correspondence is carefully systematized. Our letter books show a reply to every letter, postal or scrap received. While the number of secretaries who aid in this has varied with the exigencies, this kind of help has always been inadequate to the demand, because of lack of means.

A Course of Study.

To answer the oft recurring question of how to find a place for this study in the regular school course, how much to teach each year, in what grades to teach it orally, and in what grades with text-books, a carefully graded course of study in this branch has been prepared, covering all these points and containing also a full list of all our endorsed text-books. It also shows the grades or classes in both graded and ungraded schools to which the various books are adapted. Of this schedule at least eight editions of 10,000 each have been printed and circulated; it has been approved by educators and adopted by school boards in various parts of the country.

1890.

Four New States,—Thirty-One in all,— and all the Territories,— and a Campaign for Enforcement.

The legislatures of the new States, Washington, Montana, North and South Dakota have this year, either adopted the National temperance education law, under which they lived as territories, or have framed new statutes of this kind.

Work for Enforcement.

Somebody has said that "disregard of law is an American characteristic." While inclined to defend my countrymen from this aspersion, it is true that laws in our country will not enforce themselves, and our

temperance education laws are no exception. The special work of 1890, has been careful planning for thorough enforcement of legislation that has made scientific temperance a mandatory study. Two States, Massachusetts and Pennsylvania, begun this year what may be termed campaigns for this enforcement. The state organizations, after voting to make this a leading line of work, provided funds for paying the expenses of county superintendents or other organizers to go through the counties securing local workers: also for the necessary literature and postage. Literature, showing the local superintendents as fast as they were appointed, exactly what to do in every detail of the work, was then sent out from state and national headquarters.

The publishers of the endorsed text-books kindly offered to send samples to all who would write for them to the National Superintendent, and would show them to their School Boards for introduction. Requests for these samples have poured in, and adoptions have been secured or books exchanged as a result, notably in the city of Philadelphia, just as this report is going to press. In this case the Smith Physiologies were exchanged for the Union series, which were put in the hands of all pupils above third year grade. The earnestness with which our workers have taken hold of this enforcement work, proves their eagerness to do all they can in this behalf as soon as they see what they can do and how to do it.

The Need of a Standard.

As soon as active work for enforcement was begun it became apparent that an accepted standard as to what constitutes an honest enforcement of a temperance education law is as necessary as the standard for temperance text-books proved. Time and experience have established something like school room standards for the pursuit of other branches. But the conceptions as to how this new subject should be studied and taught were vague, various and indefinite. From consultation with eminent educators, and comparison of the fruits of varied experience, the following standard was wrought out. This is being sent to Superintendents of Public Instruction entrusted with the enforcement of temperance education laws in various states. Its specifications as to minimum of time, necessary means and method for the pursuit of the study is receiving their cordial endorsement. Their signatures are being rapidly returned to us appended to the standard which thus form a consensus of opinion that is invaluable as a guide to School Boards and teachers. The following is a copy of the standard with the names of signers received to date:

A Standard for the Enforcement of a Temperance Education Law.

1. *MINIMUM OF TIME.* The pursuit of the study of Physiological Temperance by "all pupils in all schools," as the law demands, requires at least three lessons per week for fourteen weeks of each school year below the second year of the High School. After an adequate and well-graded portion of the topic assigned for this time is thoroughly learned, the subject may then be dropped for the remainder of that year. The following year a little more advanced treatment of the subject should be pursued for the same length of time. Allowing twenty minutes to a lesson for all grades or classes above the Primary, this requirement would amount to only fourteen hours per year; but if carried through the several years between the Primary and the second year of the High School or corresponding class of ungraded schools, would give sufficient time for a thorough comprehension of the subject without encroaching upon other studies.

NOTE.—Three lessons per week for fourteen weeks is specified, instead of one lesson per week for forty weeks, or two lessons per week for twenty-one weeks, because when the lessons came farther apart the pupils forget the last before they reach the next; the subject as a whole does not become so readily a part of the intelligence; more time has to be taken in reviewing the last lesson before taking up the new; the pupil's interest is not so well sustained, nor proficiency so easily acquired, as when the lessons are given in closer succession.

2. *NECESSARY MEANS for the fulfillment of the Law:* Well-graded text-books on Physiology and Hygiene that contain also the "special" facts concerning the nature and effects of alcoholic drinks, tobacco, and other narcotics, that the law requires taught. These facts can not be treated in less than one-quarter of the space given to the Physiology and Hygiene appropriate for Primary and Intermediate Grades, or in less than twenty pages of the ordinary High School book. These books should be as well graded to the capacities of pupils as modern school readers are.

3. *NECESSARY METHOD:* Text-books in the hands of pupils who use text-books in studying such other branches as Arithmetic or Geography, and oral instruction, not less than three times per week, for those not sufficiently advanced to use text-books.

NOTE.—Without well-authenticated text-books in the hands of pupils, error is as liable to be taught as truth, for teachers have rarely received even a brief course of instruction in the subject, and their knowledge of the same is therefore made up of as much folk-lore as fact. Much time is also liable to be wasted over matters that are entirely irrelevant, such as the legal or political phases of the temperance question, whenever the text-book is not followed.

4. *EXAMINATIONS OR TESTS.* As thorough examinations or tests should be required in this study as in other branches; the same marking system should be used, and such marks should enter into the general average which decides the rank of the pupil.

NOTE.—Teachers will be more thorough in teaching a subject in which the pupils, and hence their faithfulness in teaching it, are put to a test. The pupils will also study a subject more faithfully when they know that their standing or promotion depends upon their ability to pass an examination in it.

The above Standard of Requirement for the enforcement of a Temperance Education Law is both fair and just. Anything less would not

represent the spirit and letter of this legislation, and would not be a pursuit of the subject "as a regular branch" by "all pupils in all schools," as the laws of many States demand.

(Signed)

HENRY SABIN,
Superintendent Public Instruction for Iowa.

A. A. MINER,
Member of State Board of Education of Mass.

ALICE FREEMAN PALMER,
Member of State Board of Education of Mass.

ELMER H. CAPEN,
Member of State Board of Education of Mass.

J. ESTABROOK,
Supt. of Public Instruction, Mich.

N. A. LUCE,
Supt. Common Schools of Maine.

GEO. J. LUCKEY,
Supt. of Pittsburg Schools, Pa.

W. H. JACK,
State Supt. of Public Education for Louisiana.

D. J. WALLER, JR.,
Superintendent Public Instruction for Pennsylvania.

THOS. M. BALLIET,
Supt. Schools, Springfield, Mass.

RICHARD EDWARDS,
Superintendent Public Instruction for Illinois.

W. B. POWELL,
Supt. Schools for Washington, D. C. and Dist. of Columbia.

IRA G. HOITT,
Supt. Public Instruction for California.

A. N. RAUB,
Pres. State Board of Education, Delaware.

BENJ. S. MORGAN,
State Supt. Free Schools, West Virginia.

GEO. W. WINANS,
Superintendent Public Instruction for Kansas.

JOHN HANCOCK,
State Commissioner of Common Schools for Ohio.

JOHN OGDEN,
Superintendent Public Instruction for North Dakota.

W. C. DOVEY,
State Superintendent of Nevada.

For each of the states, represented by these signatures, this standard is printed in leaflet form with the separate autograph signature of the Superintendent of Public Instruction for each respective state and the law for that state is printed on the back.

DEPARTMENT LITERATURE.

For convenience the literature for this Department is here divided into four classes. [For complete list with prices see last page.]

I. *For Teachers, School Boards and General Distribution.* This consists of:

1. The History of the First Decade of Scientific Temperance Instruction in Public Schools.

2. Schedules of Courses of Study for graded and ungraded schools, with a full list of the various endorsed text-books, showing the grade for which each is adapted, and "Reasons" for the adoption of the Courses of Study.

3. A Standard for the Enforcement of a Temperance Education Law.

4. The Standard for Temperance Text-books.

II. *For S. T. I. and other Workers for the Enforcement of Temperance Education Laws.*

1. The Plan of Work.

2. The Co-Workers' Letter, the annual supplement to the Plan of Work.

3. The Visitation Blank. which is a means of demonstrating where a better enforcement of a temperance education law is needed.

III. *For Distribution in states working to secure Temperance Education Laws.*

1. Petition Heads.

2. The School House to Decide the Temperance question.

3. Speech of Hon. B. M. Cutcheon on the passage of National Temperance Education Law.

4. Address of Mary H. Hunt before Committee of the United States Senate, on behalf of National Temperance Law.

5. Five Reasons for Scientific Temperance Instruction.

6. The House on the Sand.

IV. *Miscellaneous.*

1. Scientific Temperance, what is it?

2. What shall be taught the children.

Charts.

To be worth anything to the cause, the endorsement of this Department on scientific matter must represent accuracy. Realizing the injury to the work sure to follow any accusation of inaccuracy that could be well sustained, we have hesitated about placing our endorsement upon physiological charts. We are yet waiting for the chart that shall be pronounced accurate, as to delineation and coloring, by the best physiological experts, and that shall give a due representation of the evil results of narcotic indulgence.

We would advise our friends to delay the purchase of Charts until some that are authorized are issued.

Future Work.

Six or more W. C. T. U. States, at their last annual conventions passed resolutions to the effect that they would make the enforcement of their temperance education laws a leading line of work for the

coming year, or until every pupil in every school was being faithfully taught as the laws require. The National W. C. T. U. at its last convention at Atlanta, recommended the same for all the states. This Department has issued this year a supplement to The Plan of Work which is called the Co-Workers' Letter, which gives detailed directions for securing the enforcement of temperance education laws, and tells how to use the Department literature.

Teachers.

It is the exception to find teachers in our country any where not ready to do their part for this new study when shown something tangible or practical that they can do. As a profession they are men and women of high moral character, capable of the enthusiasm for humanity that kindles with noble purpose and effort. They are ready for this opportunity to save their pupils from the horrors of drunkenness by preëmpting them through the faithful teaching of this warning science for an intelligent sobriety. What the teachers now need is not so much exhortation about this teaching as something to do with and a definite time and place set for doing it. In other words well graded textbooks containing the truths to be taught in the hands of pupils and teachers, with just as many other aids as can be summoned, is what is needed, with a definite time for the study and for recitations with the same reviews and examinations or tests as for other studies. The way to study and teach Scientific Temperance is to study and teach it, just as any other branch is studied or taught.

Institute Instructors.

There is now great need of trained institute instructors on this topic. Great harm has been done this cause, and the study has been brought into disrepute, by persons going before institutes and attempting to give instruction when they were not qualified to do so, and were not prepared to answer the questions propounded by critics, friendly or otherwise.

An institute instructor on this topic should have the following qualifications:

1. He, or she, should be a good physiologist.

2. Should be thoroughly familiar with the biological side of the question as revealed by the researches of the last few years. Should be well read in the works of Pasteur, DeBarry, Troussart, Shurtzenberger and others on fermentation.

3. Should know enough of modern investigation to be able to refute, on the testimony of scientific experts, the popular fallacies concerning the nature of alcohol, especially as found in the most common drinks, beer, wine, cider, etc.

4 Should be familiar with the great physiological authorities on the subject of the effect of these narcotics upon the human system, mental, moral, and physical.

5. Should be familiar with all the school literature on this subject and be able to point out quickly where one book is defective, and where and why another is sound.

6. Should understand thoroughly the matter of grading the topic, i. e., what should be taught the first year and what enlargement of the subject should be added each succeeding year, through all the grades, in order that "all pupils in all schools" may be taught the subject as the law demands without unnecessary repetition.

7. Should be familiar with modern methods of teaching as based upon psychological principles, so as to be able to present this subject in harmony with the same.

8. Should have also what is called "platform powers," i.e., ability to present this subject with clearness, enthusiasm, and the magnetism which holds an audience.

The subject of physiology and hygiene, with special reference to the nature and effects of alcoholic drinks and other narcotics, is a large one requiring exact knowledge on the part of any one who would attempt to instruct teachers. For those who can fully meet these requirements there is a wide opening, and correspondence with such is invited by the National Superintendent of this Department, Mrs. Mary H. Hunt, Hyde Park, Mass.

A bureau for the training of such instructors on this topic for Teachers' Institutes is already under way. Applicants for the course of training will be required to present testimonials as to previous education, capacity for study, aptness to teach, and power to interest an audience. The instructors now preparing for this work have had experience as institute instructors on other topics, and have established a reputation in that direction.

The School Board.

The parties who ought to take the first official steps in the enforcement of a temperance education law are ordinarily the local School Boards. These steps, if rightly taken, are:

1st. The adoption of a definite course of study, with time and place given to it as to other branches, and for each grade of pupils.

2d. The recommendation of text-books containing the facts the law requires taught, graded to the capacities of the several classes of scholars.

In the discharge of these duties on the part of school boards, there is wide room for improvement. They have too often recommended books notably lacking in temperance matter, and so absolutely out of grade as to be practically useless. Conscientious teachers in such cases have tried to give oral instruction, but they have not had the previous drill in this branch that they have had in others. When neither the teacher nor the books are in possession of the facts to be taught, it is not strange that the teacher soon runs out of matter for the so-called oral instruction.

Oral instruction on this topic, in all grades above primary, has been and still is a signal failure. We must insist upon text-book study in all grades using text-books for other like branches, if we would not be mocked with disappointment in results.

A master in a city school, under temperance education law, recently said: "I can and will teach this branch when it is put into my course of study and books containing the subject are put into my hands and those of my pupils, but the School Board must do that first. If they fill my course of study absolutely full with other branches, leaving no time for this, and in addition, neglect to give me or my pupils any adequate text-books, I cannot do much."

This statement represents the relation of School Boards to the enforcement of these laws, and reveals the greatest hindrance to be overcome. The neglect with these officials is often due to misapprehension or indifference, and sometimes to positive opposition. The appeal in the latter case is to the people for the election of persons who will execute the law. The man who would withhold this instruction from the children of a city or modify its full truth for fear of injuring the brewing or other liquor interests is most unfit to be entrusted with any care of the education of the children in this age. Misapprehension on the part of School Boards can be enlightened; that should be the work of the local superintendent. The indifferent can ordinarily be aroused, if not they should be retired.

Hard indeed must be the heart of the man or woman who could deliberately withhold the utmost warning science has against strong drink and

other narcotics from the children under his or her care. If we deliberately, or otherwise, withhold a given information from a child, are we not responsible for what may follow to that child's future and to others through him, because of such withholding? Is it too much to say that the officials who carelessly, negligently or purposely fail to provide for the full enforcement of the temperance education laws in the schools under their control, are incurring a fearful and personal responsibility for the drunkenness of the future? The time has come for calling attention to this from pulpit, platform and press.

The Expenses of the National Department.

The National Superintendent has never received a salary for her labors in this Department, and for the past ten years her entire time has been given to its work. During the first years the income from her lectures on this topic met the yearly Department expenses, but did not cover the outlay incident to procuring the endorsed school text-books as stated on page 18. With each year's gain in the field has come a proportionate increase of correspondence, cost of secretaries, postage, printing, etc. In 1887 the National W. C. T. U., made the first appropriation, $100 per year toward the expenses of this Department. That sum does not begin to pay the yearly postage bill, and as the National Society since that time has not seen its way to print the yearly report as heretofore, the help from that source is about *nil*.

The expense incidental to the gratuitous revision of the text-books was very heavy, but the question of cost could not be weighed a moment against securing the most valuable scientific works and investigations in searching both sides of the question for the whole truth. There were many books to be revised, each needed to be rushed, and yet nothing could be hurried, for every point must be verified and compared with the latest scientific testimony on every side. If anybody thinks it is an easy thing to put a technical science for the first time into language adapted to all grades of pupils in all schools, without sacrificing a jot of accuracy, just let him try it. Literary ability, competent to aid in this, has a corresponding price. The travelling expenses incident to the frequent interviews with authors and publishers swelled the outgo. The publication of the long list of revised books quickened the interest in the enforcement of the temperance education laws in this country and called forth efforts in other lands.

Questions concerning every phase of this effort for the temperance education of the childhood of our age come daily from teachers, Boards of Education, temperance and Christian workers from all parts of the world. Calls to prepare circulars to meet this and that, to come here and to go there to help, press upon and overlap each other, and "We are poor and cannot pay," is often added to the request. "Please send us the scientific authority to substantiate this or to refute that for total abstinence. If you only will, as quick as possible, it will help us out of our present trouble," is a frequent appeal. These Macedonian cries flood the daily mail and none are ever denied because unaccompanied by pay or promise of pay. I thank God for every one of them, they are the calls of progress. They mean that the truth against strong drink is going to the children, but it all means increased expense to the National Department.

The resources of the National Superintendent, strained to the utmost in the past in this behalf, are wholly inadequate to meet these increasing demands that are now world-wide. Who will help to bear it? Fathers and mothers, you who would save your children from a fate you abhor, will you help in meeting the expense of this effort to create a sentiment of intelligent total abstinence that will make our country and its society a safer place for its citizens? Christian philanthropists are you looking for the opportunity to give where the largest returns for God and humanity may be expected? In estimating the money spent by this Department during the past decade, we may safely say that for each dollar expended we can point to thousands of children, the future men and women of this country, to whom that dollar has brought a temperance education. Two additional secretaries are needed to meet the demands of another year and more money for postage, printing, and to enable us to respond to the continuous calls that say, "Please consider us missionary ground." Shall these opening fields be deserted? Shall these letters of enquiry go unanswered? Shall we fail to respond to calls for help in the work of securing complete enforcement of temperance education laws already enacted? Shall we be unable to go at the call of other states, that cannot meet the expense? No. I do not believe it. The gold and silver of the earth is the Lord's, but it is here entrusted to human stewardship. To these stewards in His name we here appeal, sure it will not be in vain.

THE GAINS OF A DECADE.

Ten years ago, October 27, 1890, this department was created. Scientific Temperance Instruction in the public schools was then only an idea. People said, "It is a good thing and ought to be done if it is possible." What ought to be done can be done by courage that is born of Faith. Scientific Temperance Instruction is required by the legislature of thirty-four States,—in fact, by every State in the Republic save ten (and they are coming), in all the territories, and in every school under the control of our national government.*

Ten years ago there was here and there a little sporadic temperance teaching by order of local School Boards. Today it is not a question of option with School Boards. There are between TWELVE and THIRTEEN MILLION CHILDREN of whom the law says, they shall be taught the truth against strong drink and kindred narcotics.

Ten years ago there was no adequate well graded school literature on this topic. Today there is as large a variety of good school text-books on physiological or scientific temperance, issued by as many different publishers as there are good school text-books on any other subject, and these books are as well graded to the capacities of all classes of pupils as are the best modern school readers.

Ten years ago there was no plan for a course of study in this branch. Today we have schedules of as carefully graded courses of study for this as for any other science.

Ten years ago there was nothing like a uniform idea of what should constitute a faithful pursuit of this branch. Today we have an established standard signed by many of the most eminent educators in the land as to what constitutes an honest pursuit of this study by all pupils in all schools as the law demands.

Ten years ago the Department of Scientific Temperance consisted of the National Superintendent and Mrs. C. C. Alford, Secretary, and that was about all. Today it has a state or territorial superintendent pushing its interests in every state and territory in the land, with county superintendents, in every county in some states, with local superintend-

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* While this report was in press the National Superintendent was called to North Carolina for legislative work which resulted in the passage, February 26, 1891, of one of the best Temperance Education Laws ever enacted. Only nine states now remain to be won.

ents in cities, villages, towns, hamlets and, in some instances, in every school district in a county, and plans are rapidly being executed for completing the appointment of these for every school district in the land.

Faithful Workers.

Of the devoted faithfulness of the auxiliary workers of this Department, of their loyalty in transmuting plans into action, of their unselfish coöperation in almost every instance, too much cannot be said. In nearly every case their work merits a personal mention which my heart prompts, but which must be omitted in this brief history for lack of space. Their names constitute a roll of honor that coming generations will rise up and pronounce blessed.

To you, dear fellow laborers, at the close of this decade, I extend most heartfelt thanks, especially for your loyalty to the Truth for the childhood of our age and for your sympathy in the struggles through which we have passed in its behalf. I have been buoyed up by your prayers as Heaven seemed bending with consolation and help in response to your asking. Your words of recognition stimulate the desire to be more worthy of such appreciation. Without your coöperation the great victories that have brought blessings to our land would have been defeats. And yet you, as daughters of our King, will join me in saying that our united efforts would have been as nought if God had not used them to accomplish his purposes of mercy. "It is nothing with him to help whether with many or with them that have no power." It has been and is His work not ours.

While gratefully ackowledging Divine help in the past, our eyes must be ever turned to the future and its demands. Nothing less than a ceaseless vigilance will save the children of our land from the horrors that follow the use of strong drink. Out of the forty-four states that constitute our Republic there are yet nine more that we must win for compulsory temperance education, and God helping us, we will, while we watch and work for the best enforcement of laws already enacted.

Scientific Temperance Instruction

—IN—

SCHOOLS AND COLLEGES.

PART II.

Biennial Report for the United States,

1889–1890.

NEW ENGLAND STATES.

MAINE † ¶

The Law.

An Act requiring Scientific Temperance Instruction in the Public Schools.

The people of the State of Maine, represented in Senate and Assembly, do enact as follows:

SECTION 1. Provision shall be made by the proper school authorities for instructing all pupils, in all schools supported by public money or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

SEC. 2. No certificate shall be granted to any person to teach in the public schools of the State of Maine after the first day of January, eighteen hundred and eighty-five, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

Mrs. W. C. Spaulding, Superintendent for 1889, Mrs. G. S. French, 1890.

A County Superintendent of Scientific Temperance Instruction was reported for every county in the State in 1889. These County Superintendents were then working to secure Local Superintendents and "fitting women" in districts without Local Unions. In Aroostook County successful efforts were made to secure the adoption and introduction of the endorsed text-books.

Mrs. French reports for 1890, 98 Local W. C. T. Unions and 128 Local Superintendents of this Department. This means that in 30 school districts where there are no Local Unions some one has been found to work for the local enforcement of the Scientific Temperance law. In fully one hundred places the endorsed books are in the hands of the teachers, and efforts are being vigorously pushed to have them placed in the hands of all pupils able to use text-books. The State Superintendent of Public Instruction has signed the Standard of Enforcement, and the State W. C. T. U. Convention voted to make the enforcement of the temperance education law a leading line of work.

The teachers are ready to teach the subject, but School Boards need urging to make room for it by adopting a course of study for this branch, and recommending the revised text-books. Many Local Superintendents have invited the teachers to social receptions. Parents are interested, and ask that the instruction be faithfully given. Superintendents report less smoking among the boys as a result of the instruction they receive in school.

NEW HAMPSHIRE ¶ ×

The Law.

SECTION 1. That Section 4 of Chapter 89 of the General Laws be and is so amended as to read as follows:

SEC. 2. Teachers of common schools shall be examined in reading, spelling, writing, English grammar, arithmetic, geography and the elements of history, and physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system; and in other branches usually taught in said schools.

SEC. 3. The school committee may prescribe suitable rules and regulations for the attendance on, management, studies, classification and discipline of the schools wherever they deem the same necessary: *provided*, that physiology and hygiene, including special reference to the effects of alcoholic stimulants and narcotics upon the human system, shall be prescribed in all mixed schools and in all graded schools above the primary grade; and said regulations and rules being recorded by the town clerk, and a copy thereof given to the teachers in the schools, shall be binding upon scholars and teachers.

SEC. 4. That Section 10 of Chapter 89 of the General Laws be and is so amended.

Miss C. R. Wendell, Superintendent.

In 1889 Miss Wendell reported an increase of interest. In 25 towns the ladies voted, or otherwise used their influence, to have the right men elected on school boards. One union placed text-books in all but the High School; another induced the pupils to write essays on the nature and effects of alcoholic drinks and other narcotics.

In 1890 Miss Wendell sent a circular letter to all the unions, asking for a Local Superintendent for this department. Sent also, through the unions and otherwise, the National Department courses of study, list of endorsed books, etc., to all School Boards, together with a copy of the school law.

Among other encouraging reports Miss Wendell has received from Local Superintendents in various places this year, are the following: —

"Our school committee has voted to introduce the study next year."

"Our newly elected school superintendent does not believe in the half-

way manner in which this study has been taught," which speaks well for the future of the schools under his charge. "Our ladies urged the committee to adopt the endorsed temperance text-books, and their request has been granted." "One of our teachers was threatened with removal if she did not teach this study." "A desire has been expressed by our principal to have books with more temperance instruction in them."

VERMONT * ‡ ‖ § ¶

The Law.

An Act to provide for the Study of Scientific Temperance in the Public Schools of the State of Vermont.

It is hereby enacted by the General Assembly of the State of Vermont :

SECTION 1. In addition to the branches in which instruction is now required by law to be given in the public schools, instruction shall also be given as to the nature of alcoholic drinks and narcotics and special instruction as to their effects upon the human system in connection with the several divisions of the subject of Physiology and Hygiene. And such subjects shall be taught as thoroughly as arithmetic and geography are taught in said schools. Such instruction shall be given orally to pupils who are not able to read, and shall be given by the use of text-books in the case of pupils who are able to read. And such instruction shall be given as aforesaid to all pupils in all public schools in the State.

SEC. 2. The text-books used for the instruction required to be given by the preceding section shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics, and the books used in the highest grade of graded schools shall contain at least twenty pages of matter relating to this subject. Text-books on Physiology in use in the schools at the time this Act takes effect, which are not in accordance with the requirements of this section, shall be changed for books satisfying the requirements of this section, except when previous contracts as to such text-books are now in force.

SEC. 3. Each teacher of a public school in this State shall, before lodging the school register with the district clerk as provided by section 620 of the Revised Laws, certify therein whether instruction has been given (in the school or grade presided over by such teacher) as required by this ACT; and no public money shall be paid over to the treasurer of a union or other district unless the register of such district contains the certificate of the teacher that instruction has been given as required by this ACT.

SEC. 4. All acts or parts of acts heretofore enacted referring to the study of Physiology and Hygiene, which shall give special prominence to the effects of stimulants and narcotics upon the human system, or to the selection of text-books to be used in the pursuance of that study, are hereby repealed, except those relating to the examination of teachers in this branch.

SEC. 5. This Act shall take effect from its passage, but shall not apply to the division of the public school moneys made in 1887.

Approved: November 24th, 1886.

Mrs. Frances H. Graves, Superintendent.

In 1889 Mrs. Graves reported: "I am very confident that there will be a County Superintendent in every County Union and a Local Superintendent in every Local Union the coming year. We are waking up."

For 1890 she reports only one delinquent county without a Scientific Temperance Instruction Superintendent, and Local Superintendents in nearly all the Local Unions, and some County Superintendents who have appointed "fitting women" where there are no Local Unions. The fact that the Pathfinder books are provided by the State for every pupil able to use books, and that no valid settlement can be made with teachers who neglect to teach as the law directs, makes the work of the Local Superintendent less difficult in Vermont than in some of the other States, but "no law will enforce itself." And Vermont, therefore, must have Local Superintendents to see that the spirit as well as the letter of the law is enforced. In most of the schools the books are studied and the recitations conducted as in other branches. A few teachers have been found who gave oral instruction only, but this has not proved satisfactory. Mrs. Graves says, "The women realize as never before that this is one of the most important departments."

MASSACHUSETTS † ‖ ¶

The Law.

An Act requiring Physiology and Hygiene to be taught in the Public Schools.

Be it enacted by the Senate and the House of Representatives, in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Physiology and hygiene, which, in both divisions of the subject, shall include special instruction as to the effect of alcoholic drinks, stimulants and narcotics on the human system, shall be taught as a regular branch of study, to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches, such as drawing, mechanics, art and like studies. All acts or parts of acts relating to the qualifications of teachers in the public schools shall apply to the branch of study prescribed in this act.

SEC. 2. All penalties now fixed for neglect to provide instruction in the branches of study now prescribed by law shall apply to the branch of study prescribed in Section 1.

SEC. 3. This act shall take effect on the first day of August, in the year eighteen hundred and eighty-five.

Superintendent for 1889, Miss Alice J. White; for 1890, Mrs. Mary E. Newton.

In 1889 Miss White, finding her position as teacher prevented her entering upon a campaign for the enforcement of the Temperance Education Law, resigned, and Mrs. Mary E. Newton, of Marlboro, was appointed in her place.

Mrs. Newton thus states in her report of 1890 the standard toward which she began to work. "A Local Superintendent in every town; the adoption of the endorsed text-books by every school board; the adoption of a systematic course of study in temperance instruction; text-books placed in the hands of pupils where other studies are so taught; written or oral examinations required for promotion in this as in other studies; women enlisted as voters for school officials, and an increased interest in temperance instruction among school boards, teachers and parents." At the close of the year Mrs. Newton is able to report a County Superintendent in every county, and one county in which there is a Local Superintendent for every town, another having a Local Superintendent for every town but one, and the work for complete organization being rapidly pushed. The State W. C. T. U. voted at its last Convention to make this a leading line of work and to keep an agent or agents in the field to assist the County Superintendents in perfecting their organizations.

In 1890 the Massachusetts Total Abstinence Society led off in organizing a definite campaign for the enforcement of the Temperance Education Law of the State. They paid the expenses of Mrs. Ella B. Greene, a worker of marked efficiency in this Department, for canvassing the State for local workers and for other work in this behalf, which is already bearing excellent fruit. The State Woman's Christian Temperance Union quickly followed in organizing work for thorough enforcement, and employed Mrs. A. E. Swallow, who co-operates with Mrs. Greene in supplementing the work of the County Superintendents for securing Local Superintendents for every school district in the State.

With a genius for thorough systematic work, Mrs. Newton has obtained the necessary information for filling out a tabulated report which shows the exact condition, by towns, as to the enforcement of the Temperance Education Law. A sample page of this report is here given to show its value. Such a report shows County, State, and National Superintendent just what has been accomplished and what remains to be done in each locality.

Mrs. Newton's report shows that in 110 towns text-books on this topic are placed in the hands of pupils using text-books in other studies,

SAMPLE PAGE FROM MRS. NEWTON'S REPORT. — HAMPSHIRE COUNTY, MISS H. A. ORCUTT, *Superintendent.*

Towns.	Names of Local Superintendents of S. T. I.	No. of Public Schools.	No. of scholars in Public Schools during the school year.	Law enforced as interpreted by School Board.*	Text-books used; those endorsed by National Supt.	Text-books in hands of pupils where other studies are so taught.	Oral instruction in primary grades.	No. of grades of books used.	Course of study in temperance instruction adopted by School Board.	Examinations for promotion required.	No. of women who voted for School Board.
Amherst	Mrs. F. A. Utley	19	758	Yes,	No,	In part,	Yes,	3	No,	No,	...
Belchertown	Miss Hattie E. Alden	18	498	Yes,	Yes,	In part,	...	3	No,	No,	...
Chesterfield	Mrs. C. T. Macomber	7	137	Yes,	Yes,	Yes,	Yes,	1	No,	No,	...
Cummington	Miss Eliza A. C. Porter	12	131	Yes,	No,	Yes,	...	...	No,	Yes,	...
Easthampton	Miss Hattie Parsons	20	781	Yes,	No,	Yes,	Yes,	6	Yes,	Yes,	...
Enfield	Mrs. W. B. Kimball	7	161	Yes,	In part	Yes,	Yes,	3	Yes,	Yes,	...
Goshen	Mrs. Geo. S. Kellogg	4	77	Yes,	Yes,	Yes,	Yes,	1	Yes,	No,	...
Granby	Mrs. George Eastman	8	173	Yes,	In part	In part,	Yes,	2	No,	Yes,	...
Greenwich	Mrs. Lyman Rice	4	71	Yes,	No,	Yes,	Yes,	1	No,	No,	...
Hadley	Miss Marcia Pasco	13	336	Yes,	Yes,	In part,	Yes,	3	Yes,	Yes,	...
Hatfield	Miss A. P. Lyman / Mrs. P. M. Wells	8	264	Yes,	No,	...	No,	1	...	...	...
Huntington	Mrs. Albert White	10	263	Yes,	Yes,	No,	No,	3	No,	No,	11
Middlefield	Miss S. A. Rockwood	8	133	Yes,	Yes,	...	...	3	...	Yes,	7
Northampton	Miss E. E. Kneeland / Mrs. Geo. Bond	60	2,433	Yes,	In part	In part,	...	...	...	...	...
Pelham	Miss M. Louise Brewer	4	96	Yes,	In part	...	...	...	No,	Yes,	...
Plainfield	Mrs. Warren Sears	6	84	Yes,	No,	Yes,	...	1	No,	No,	...
Prescott	Miss Lizzie Houghton	5	92	Yes,	No,	Yes,	Yes,	1	No,	Yes,	...
South Hadley	Mrs. S. E. Wild	18	856	Yes,	No,	...	...	...	...	...	...
Southampton	Mrs. O. A. Clapp	8	163	Yes,	Yes,	Yes,	In part	1	...	...	...
Ware	Mrs. H. O. Draper / Mrs. Wm. Ayers	25	1,360	Yes,	...	In part,	Yes,	2	...	No,	...
Westhampton	Mrs. F. A. Bridgman	4	67	Yes,	No,	Yes,	Yes,	3	Yes,	Yes,	...
Williamsburg	Mrs. F. J. Clary	15	398	Yes,	No,	In part,	Yes,	2	No,	No,	5
Worthington	Katharine McDowell Rice.	9	131	Yes,	No,	...	...	...	...	No,	...
Totals		292	9,459	...	...	...	...	...	...	...	23

* Another year the heading of this column will be changed to "Law enforced as interpreted by the standard for enforcement."

and all but 25 of these use the endorsed books. In 116 towns, oral instruction is given in the primary grades; in 49, the school boards have adopted a course of study in this branch; and in 54, examinations are required as in other studies. One of the "banner towns" of the State in which the subject is pursued in all the grades in harmony with the requirements of the standard for enforcement, is Springfield, which has for its Superintendent of Schools, Dr. Thomas M. Balliet, one of the foremost educators of the country.

CONNECTICUT × ¶

The Law.

Physiology and hygiene, relating especially to the effects of alcoholic liquors, stimulants and narcotics on the human system, shall be taught as branches of study in public schools, and persons desiring to teach in such schools shall, after June 1, 1887, be found qualified to teach said branches of study before receiving the certificate required by law.

Chapter 18 of the public acts of 1882 is hereby repealed.

The State Board of Education shall prescribe the text-books to be used in teaching physiology and hygiene, as required by law, and shall prepare, or cause to be prepared, a text-book, and, if desirable, charts for such teaching; which text-books and charts shall be furnished to towns and school districts for the use of schools, and in the public schools needing the same.

Miss H. E. Culver, State Superintendent.

In 1889 Mrs. Forbes, State President, wrote, "We are tied hand and foot because of our miserable text-book." In 1890 Miss Culver reports a gain of 19 Local Superintendents during the year and the introduction of the endorsed books into a number of schools. Preliminary steps are being taken to amend this defective law.

RHODE ISLAND †

The Law.

The school committees of the several towns shall make provision for the instruction of the pupils, in all schools supported wholly or in part by public money, in physiology and hygiene, with special reference to the effect of alcoholic liquors, stimulants and narcotics upon the human system.

Miss Elizabeth A. Lawson, State Superintendent.

In 1889 Miss Lawson reported, "Every county in the State has a County Superintendent, all appointed within the year, and an awakening to the need of earnest work in this line." In 1890 11 new Local Superintendents have been secured; the endorsed books and a course of study in harmony with the Standard for Enforcement has been introduced into a number of schools. In general, there is a gain.

MIDDLE STATES.

NEW YORK † ¶

The Law.

An Act relating to the Study of Physiology and Hygiene in the Public Schools.

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Provision shall be made by the proper local school authorities for instructing all pupils, in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

SEC. 2. No certificate shall be granted any person to teach in the public schools of the State of New York, after the first day of January, eighteen hundred and eighty-five, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

Mrs. Lytie P. Davies, State Superintendent.

All save one of New York's 60 counties (Tompkins) have now a County Superintendent for this Department. Five were gained in 1889 and 3 in 1890. Fifty-four new Local Superintendents have been appointed during the past year and the endorsed text-books introduced into 19 counties. As to general work, the State Superintendent reports: "Teachers have been supplied with literature"; "public meetings have been held"; "books have been put into the hands of teachers"; and during the past year the subject has been presented at 60 W. C. T. U. County Conventions, beside other public meetings. Results reported are: "the subject better understood and more thoroughly taught than formerly"; "teachers regard the law favorably"; "there is increased interest and respect for the work."

NEW JERSEY.

No Law. Mrs. Downs the State President Acting Superintendent.

Mrs. Downs says: "The strongest effort ever made by the New Jersey W. C. T. U. was made last winter to secure a Scientific Tem-

perance Education Law. We canvassed the State, obtained about 16,000 names to our petition asking for the bill; and Miss Frances E. Willard addressed the Legislature, but without avail. We shall try again for the seventh time. We never intend to give up in New Jersey."

The teachers are very generally in sympathy with the movement; and though there is no law, many are teaching this subject with interest. The National Superintendent addressed the State Teachers' Association in 1889, and the schedules of courses of study were eagerly received by the teachers. The national report of this Department for 1888 was generously distributed through the State, and aided much in arousing interest.

PENNSYLVANIA * † ‖ ¶

An act relating to the study of physiology and hygiene in the public schools of the Commonwealth, and educational institutions receiving aid from the Commonwealth.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same: That physiology and hygiene — which shall, in each division of the subject so pursued, include special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system — shall be included in the branches of study now required by law to be taught in the common schools, and shall be introduced and studied as a regular branch by all pupils in all departments of the public schools of the Commonwealth, and in all educational institutions supported wholly, or in part, by money from the Commonwealth.

SEC. 2. It shall be the duty of county, city, and borough superintendents, and boards of all educational institutions receiving aid from the Commonwealth, to report to the Superintendent of Public Instruction any failure or neglect on the part of boards of school directors, boards of school controllers, boards of education, and boards of all educational institutions receiving aid from the Commonwealth; to make proper provision, in any and all of the schools or districts under their jurisdiction, for instruction in physiology and hygiene which, in each division of the subject so pursued, gives special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system, as required by this act; and such failure on the part of directors, controllers, boards of education, and boards of educational institutions receiving money from the Commonwealth, thus reported or otherwise satisfactorily proved, shall be deemed sufficient cause for withholding the warrant for State appropriation of school money, to which such districts or educational institutions would otherwise be entitled.

Sec. 3. No certificate shall be granted any person to teach in the public schools of the Commonwealth, or in any of the educational institutions receiving money from the Commonwealth, after the first Monday of June, Anno Domini one thousand and eight hundred and eighty-six, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

Sec. 4. All laws or parts of laws inconsistent with the provisions of this act are hereby repealed.

Superintendent for 1889, Mrs. Jos. D. Weeks; for 1890, Mrs. M. F. Lovell.

The Prohibitory Amendment work of 1889 precluded active work in this Department. During that year Mrs. Lovell was appointed Mrs. Weeks's successor. The revision of the imperfect text-books having removed the chief difficulty in the way of enforcing the law, plans were at once laid for a general enforcement campaign all through the State. County Superintendents were urged to push the work of securing Local Superintendents in all Local Unions and "fitting women" for districts having no Local Unions. This they began to do by letter, and by visiting Unions when no response by correspondence could be secured, the State paying travelling expenses. Notification was sent to all Local Superintendents that schedules of a course of study in this branch were ready, and that free samples of the endorsed books to show school boards and teachers would be forwarded by the publishers on application to the National Superintendent. Soon requests for sample books began to pour in, and presently word came from Mrs. Latshaw, of Altoona, that a series of the endorsed books had been adopted by the school board of that city for the 3000 and more children in its public schools. Pittsburg soon followed with a partial adoption, and recently Philadelphia, with the adoption of the entire Union Series in place of the defective Smith books. Like happy results have been secured in at least thirty smaller places. Where difficulties have prevented adoptions the struggle is still going on, for in this battle the workers know no defeat.

DELAWARE † ¶

The Law.

An Act to Provide for the Study of Scientific Temperance in the Public Schools of Delaware.

Be it enacted by the Senate and House of Representatives of the State of Delaware in General Assembly met:

Section 1. Provision shall be made immediately upon the passage of this act, by the School Commissioners and local school boards for

instructing all pupils in all public schools, receiving aid from the school fund of this State, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, such instruction to be given orally, in primary schools, where pupils cannot read.

SEC. 2. No certificate shall be granted any person to teach in the public schools of the State of Delaware after the first day of January, eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

SEC. 3. It shall be the duty of the State or County Superintendent to see that the provisions of Section 1 are complied with.

SEC. 4. All acts or parts of acts not in harmony with this act are hereby repealed.

Miss Kate K. Brown, State Superintendent.

Delaware has only three counties, and has so far not appointed County Superintendents. About two-thirds of the unions have Local Superintendents. Dr. Raub, the State Superintendent of Public Instruction, has signed the Standard for Enforcement, and his official endorsement will greatly aid the work with school boards and teachers. Miss Brown reports that the endorsed books are in use in New Castle and Sussex Counties, and quite generally in Kent County. From information obtained from school officials, she thinks the subject is usually taught with text-books in the hands of pupils able to use text-books, and orally to those who are not. "Teachers have expressed their encouragement at having seen gratifying results from the pursuit of this study."

THE SOUTHERN STATES.

MARYLAND ‡ ‖

The Law.

Be it enacted by the General Assembly of Maryland:

That the nature of alcoholic drinks and narcotics, with special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common schools, and shall be taught to and studied by all pupils, whose capacity will admit of it, in all departments of the public schools of the State, and in all educational institutions supported wholly or in part by money from the State; and that the said study shall be taught to and studied by said pupils in said schools as thoroughly and in the same manner as other like branches are there taught and studied, with text-books in the hands of pupils where other like branches are thus taught.

Superintendent for 1889, Mrs. S. G. Beers; for 1890, Miss Annie G. Gantt.

1889. Eight new County Superintendents were appointed during the year. All but three of the counties organized for W. C. T. U. work have now County Superintendents of this Department. The teachers in some counties are earnest W. C. T. U. workers and enter heartily into this work. Results of the study reported: "Children refuse to procure beer and other liquors for their parents"; "some parents request their children to be placed under the instruction of those who teach the subject faithfully."

1890. County Superintendents are working to increase the number of locals. The State Superintendent has been faithful in sending out literature and instructions, and in urging organization and the introduction of the study in accordance with the Standard.

VIRGINIA.

Superintendent, Mrs. W. H. Pleasants.

1889 Report showed that instruction on this topic was being introduced, though not required by law.

1890 brings the glad tidings that "The Board of Education has added physiology and hygiene to the list of studies to be pursued in the public schools of the State." The books adopted are Johonnot and Bouton's "Lessons in Hygiene" and "Health for Little Folks," both endorsed by this Department.

WEST VIRGINIA * † ‖ ¶

The Law.

An Act to provide for the study of the Nature of Alcoholic Drinks and Narcotics, and of their effects upon the Human System, in connection with the subject of Physiology and Hygiene, by the pupils in the Public Schools of the State of West Virginia.

Be it enacted by the Legislature of West Virginia:

SECTION 1. That the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common or public schools, and shall be taught as thoroughly, and in the same manner, as other like required branches are in said schools, to all pupils in all said schools throughout the State.

SEC. 2. It shall be the duty of the proper officers in control of any school described in the foregoing section, to enforce the provisions of this act; and any such officer, school director, committee, superintendent or teacher, who shall refuse, or neglect, or fail to make proper provision for the instruction required, and in the manner specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office and the vacancy be filled as in other cases.

SEC. 3. No certificate shall be granted to any person to teach in the public schools of the State, after the first day of January, Anno Domini eighteen hundred and eighty-nine, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and effects of alcoholic drinks and narcotics upon the human system.

Mrs. Addie H. Merrick, State Superintendent.

No Report.

The State Superintendent is newly appointed. The State Superintendent of Public Instruction, Hon. B. S. Morgan, has signed the Standard for Enforcement and promised to aid Mrs. Merrick all he can.

NORTH CAROLINA * ‡ § ‖ ¶

An Act to provide for the study of the nature of alcoholic drinks and narcotics, and of their effects upon the human system, in connec-

tion with the several divisions of the subject of physiology and hygiene, by the pupils in the public schools of the State of North Carolina.

Be it enacted by the Senate and House of Representatives of the State of North Carolina in Legislature assembled:

SECTION 1. That the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common or public schools in the State of North Carolina, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books in the hands of pupils where other branches are thus studied in said schools and orally in the case of pupils unable to read, and shall be taught by all teachers and studied by all pupils in all said schools supported wholly or in part by public money.

SEC. 2. Be it further enacted, etc., That the text-books used for the instruction required to be given by the preceding section in primary and intermediate grades shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the books used in the highest grade of graded schools shall contain at least twenty pages of matter relating to this subject.

SEC. 3. That it shall be the duty of the proper officers in control of any school described in the foregoing section to enforce the provisions of this act; and any such officer, school director, committee, superintendent, or teacher who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by the first section of this act for all pupils in each and every school under his jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

SEC. 4. That no certificate shall be granted to any person to teach in the public schools of the State of North Carolina, after the first day of January, Anno Domini eighteen hundred and ninety-two, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature of alcoholic drinks and other narcotics and their effects upon the human system.

Approved, March 3, 1891.

Superintendent in 1889, Mrs. Elizabeth March; in 1890, Mrs. S. E. Craven.

While this Report was in press the National Superintendent was summoned to North Carolina to plead for the passage of a Temperance Education law. Plans for this campaign were arranged last summer in consultation with Miss Aston and others, while the National Superintendent was in attendance upon the Interstate Summer School at Asheville, and these had been well executed. The difficulties in the way of reporting a good bill, on the part of the committees of

Education of the House and Senate, were removed by the first hearing before their joint session, and ten days later one of the best Temperance Education laws ever enacted passed both branches of the Legislature *unanimously*. In this respect North Carolina stands at the head of the long list of States, now comprising all in the Union save nine, that are under this legislation, for in all previous instances there have been a few dissenting votes to the passage of a strong law. After the passage of this bill, its champions in the Legislature and the State Superintendent of Public Instruction united in taking off the black cap covering the State of North Carolina on the National Superintendent's great Temperance Education map that hung in the Library Hall in the Capitol while the bill was under discussion.

SOUTH CAROLINA.

Superintendent, Mrs. Abbie M. C. Christenson.

1889. Mrs. Christenson writes that "the State Superintendent of Public Instruction has issued an order requiring the teachers to be examined in this topic and adding it to the Course of Study. Mrs. Chapin went in person to the Legislature, asking for a law making this study compulsory in the public schools; and though this petition was not granted, public sentiment has been aroused by these and other efforts of the W. C. T. U. which will yet result in a good law."

GEORGIA.

Mrs. H. A. Scomp, Superintendent.

Though no law has yet been secured, the subject is taught to some extent in some schools. During the session of the National W. C. T. U. Convention at Atlanta in November, 1890, a committee was appointed by the Georgia Legislature, then in session, to invite "Mistress Mary H. Hunt" to address that body "in behalf of temperance education in the public schools," which she did. Engagements in Pennsylvania demanded an immediate return North, but a bill was drafted and left in charge of an influential member.

FLORIDA ‡ ‖ ¶

Mrs. Alice G. Brown, Superintendent.

In 1889 Florida entered the list of States under Temperance Education Laws with a statute, secured by Mrs. Brown in consultation with the National Superintendent and the State Superintendent of Public

Instruction, Hon. A. J. Russell. Mrs. Brown has been indefatigable in sending out Department literature and in urging the appointment of County and Local Superintendents. She reports the introduction of the endorsed books into twelve counties, and the State Superintendent of Public Instruction reports for 1890 that the subject has been taught to at least 60,000 of the 83,000 school children in the State. All the teachers have been examined in the subject from questions prepared by the National Superintendent and endorsed by the State Superintendent of Public Instruction.

ALABAMA × ‡ ‖ ¶

The Law.

An Act to provide for the Teaching, in the Public Schools, of Physiology and Hygiene with Special Reference to the effects of Alcoholic Drinks, Stimulants and Narcotics upon the Human System.

SECTION 1. *Be it enacted by the General Assembly of Alabama*, That in addition to the branches in which instruction is now given in the Public Schools, instruction shall also be given as to the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subjects of relative physiology and hygiene, and such subjects shall be taught as regularly as other branches are taught in said schools. Such instruction shall be given orally from a text-book in the hands of the teacher to the pupils who are not able to read, and shall be given by the use of text-books in the hands of the pupils in case of those who are able to read, and such instruction shall be given as aforesaid to all pupils in all Public Schools in the State to all the grades until completed in the High Schools.

SEC. 2. *Be it further enacted*, That no certificate shall be granted hereafter to any new applicant to teach in the Public Schools of Alabama who has not passed a satisfactory examination in the study of the nature of alcoholic drinks and narcotics and of their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene.

SEC. 3. *Be it further enacted*, That this Act shall take effect on and after the 20th day of September, 1891.

SEC. 4. *Be it further enacted*, That all laws and parts of laws conflicting with the provisions of this Act be and the same are hereby repealed.

The Legislature of Alabama in 1885 enacted a weak temperance education law, that was made weaker still by a clerical error in enrollment. Mrs. Bryce's earnest efforts to get that law amended resulted in the enactment of the above statute in 1891.

Mrs. Ellen C. Bryce, Superintendent.

Seventeen new County Superintendents were appointed in 1889, five in 1890. A college president acts as Local Superintendent in one place. There is a gain in the number of Local Superintendents and in the number of schools which have adopted the endorsed books and course of study.

MISSISSIPPI × ‖ ¶

The Law.

Mrs. H. B. Kells, Superintendent.

The indefatigable efforts of Mrs. Kells and her co-laborers are rewarded with the enactment of the following as a part of the regular School Code of Mississippi:

Annotated Code, 1892, Chapter 118:

PARAGRAPH 57. The branches of study upon which teachers are required to be examined constitute the curriculum of the free public schools.

PARAGRAPH 60. To obtain a first grade license, the applicant must be examined on spelling, reading, practical and mental arithmetic, geography, English grammar and composition, United States history, history of Mississippi, elements of natural philosophy, civil government, elements of physiology, and hygiene with special reference to the effects of alcohol and narcotics on the human system; and to obtain a second grade license, the applicant must be examined on spelling, reading, mental arithmetic, practical arithmetic, elementary geography, elementary English grammar and composition, and primary United States history, and primary physiology with special reference to the effects of alcohol and narcotics on the human system; but a teacher otherwise qualified shall not be refused a certificate to teach for the next two years by reason of a want of sufficient knowledge on the subject of physiology.

PARAGRAPH 61. To obtain a third grade license the applicant must be examined on the subjects required for second grade and must make thereon an average of not less than sixty per centum, with not less than forty per centum on any subject.

LOUISIANA * ‡ ‖ § ¶

The Law. Enacted July, 1888.

SECTION 1. Be it enacted by the General Assembly of the State of Louisiana, That, in addition to the branches in which instruction is now given in the public schools, instruction shall also be given as to the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of relative physiology and hygiene, and such subjects shall be taught as regularly as other branches are taught in said schools. Such instructions shall be given orally from a text-book in the hand of the teacher, to pupils who are not able to read, and shall be given by the use of text-books in the hands of the pupils in the case of those who are able to read, and such instruction shall be given as aforesaid to all pupils in all public schools in the State to all the grades until completed in the High schools.

SEC. 2. Be it further enacted, etc., That the text-books used for the instruction required to be given by the preceding section shall give, at least, one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the books used in the highest grade of graded schools shall contain, at least, twenty pages of matter relating to this subject. Text-books on physiology in use in the schools at the time this act takes effect, which are not in accordance with the requirements of this section, shall be changed for books satisfying the requirements of this section, except where previous contracts as to such text-books are now in force.

SEC. 3. Be it further enacted, etc., That no certificate shall be granted hereafter to any new applicant to teach in the public schools

of Louisiana who has not passed a satisfactory examination in the study of the nature of alcoholic drinks and narcotics, and of their effects upon the human system, in connection with the several divisions of the subject of relative physiology and hygiene.

SEC. 4. Be it further enacted, etc., That each teacher of any school in this State supported wholly or in part by public money, shall, before receiving any remuneration for services rendered in said capacity, file a certificate with the person by whom such payments are authorized to be made, to the effect that such teacher has faithfully complied with all the provisions of this act during the entire period for which such payment is sought, and in the manner specified in this act, and no money shall be paid to any such teacher who has not filed such a certificate.

SEC. 5. Be it further enacted, etc., That this act shall take effect from and after its passage, provided that Section 3, referring to examination of teachers, and Section 4, to the payment of teachers, shall not take effect until on and after October 1st, 1890.

Mrs. Emma A. White, State Superintendent.

Mrs. White, who was newly appointed to this work last fall, did not receive blanks for report, and Mrs. Goodale, who has been doing valiant service pending the appointment of a State Superintendent, sends the following as an indication of the progress of the movement: —

The State Educational Association passed this resolution: —

"*Resolved*, That the Louisiana Educational Association respectfully urge upon all school officers and teachers throughout the State, the importance of instruction in physiology and hygiene, and especially as related to what is known as 'scientific temperance instruction,' as provided for in the act of the Legislature of 1888, approved July 6, 1888, which act goes into full effect with the opening of the fall session of our public schools. Deeply impressed with the importance of such instruction, this Association respectfully urges upon all who are charged with the enforcement of this law such an observance of its provisions as will secure the inestimable benefits soon to follow from its proper enforcement."

TEXAS.

Mrs. Helen M. Stoddard, State Superintendent.

Mrs. Trumbull, the former State Superintendent, whose strenuous efforts for a Temperance Education Bill were not crowned with success, wrote thus in 1889 concerning the progress of the work: "Instruction in this subject is given in many of our city schools, orally and by the use of charts. The State Teachers' Association passed a resolution in favor of making the study compulsory, as did the Cumberland Presbyterian Synod."

1890. Previous failure in securing a Temperance Education Law has but stirred the women to greater efforts. With the new State Superintendent in charge they are canvassing the State more systematically than ever, sermons are preached on the subject, and the workers hope to carry a bill through the Legislature this winter.

ARKANSAS.

Mrs. A. B. Jenkins, State Superintendent.

No Report. Efforts are being made to secure a law.

KENTUCKY.

Mrs. Margaret A. Watts, Superintendent.

Mrs. Watts has more than doubled her list of Local Superintendents during the year 1889, and is still extending it. The first and seventh districts have Local Superintendents for each Local Union in the district. Mrs. Watts has established a very cordial feeling between this Department and the teachers. She says, "I have not talked with a teacher for a year who has not seemed to enter into sympathy with the movement for this kind of instruction." Miss Stratton, of Carrollton, one of Mrs. Watts's lieutenants, induced sixteen teachers of her county to use the Pathfinder series of temperance physiologies. Several towns, besides Normal Schools and Institutes, are reported using the endorsed text-books, and temperance sentiment is growing among those who have received instruction in this subject.

1890. Some of the Normal Schools give prizes for essays on this subject. Temperance libraries have been purchased in some places. The present State Superintendent of Public Instruction is doing all he can to carry out the features of common school law, which can be made to include the teaching of this branch. The colleges are also favorable.

TENNESSEE.

1889. Mrs. Nat Baxter made a faithful attempt to get a Scientific Temperance Instruction Law through the Legislature at its last session, but was not successful. Leaflets and Reports of the Department for 1888 have been distributed throughout the State as a means of arousing interest. The subject is already taught in some schools. The principal of Kingston Seminary, after receiving a copy of the last annual Report of the Department, wrote that he had been teaching the subject since 1884, using Steele's "Hygienic Physiology."

WESTERN STATES.

[Arranged Alphabetically.]

CALIFORNIA * †

The Law.

Section 1. Section one thousand six hundred and sixty-five of the Political Code of the State of California is hereby amended to read as follows:

1665. Instruction must be given in the following branches, in the several grades in which each may be required, viz.: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene (with special instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system), vocal music, elements of book-keeping and industrial drawing, and practical entomology.

Sec. 2. Section one thousand six hundred and sixty-seven of the Political Code is hereby amended to read as follows:

1667. Instruction must be given in all grades of schools and in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics, and their effects upon the human system.

Sec. 3. This act shall take effect immediately.

Section 1672. Any school district, town or city, the officers of which knowingly allow any schools to be taught in violation of these provisions, forfeits all right to any State or county apportionment of school moneys; and upon satisfactory evidence of such violation, the Superintendent of Public Instruction and School Superintendent must withhold both State and county apportionment.

Mrs. Ida M. Blockman, Superintendent Southern California; Mrs. Dorcas J. Spencer, Superintendent Northern California.

Mrs. Spencer reported in 1889 the work growing, and much enthusiasm manifested, with a movement on foot to secure a chair in the State Normal School for this study. The law has been in force long enough to have raised the standard of public requirements and has done so. It is reacting on parents through their children, and doing missionary work where none but the children can reach. A State text-book on physiology is being prepared, in accordance with the law requiring the State to furnish text-books. As to what its character will be, Mrs. Spencer says, "We can only trust the Lord and the State

Board." The State Superintendent of Schools requires all teachers, in the sworn statement made to him, to answer explicitly whether they have taught this subject or not, and has publicly reiterated his intention of inflicting the full penalty of the law upon any who neglect it.

1890 shows still further progress. The Normal School trustees in revising their course of study assigned an increased amount of time to this work in the Normal Schools, with explicit arrangements for the training of teachers in this branch. "The fear is overcome that somebody is not going to like it. It has become a matter of course." "The popularity of the law is established. It is now conceded to be a useful law; the day of questioning that is over. Teachers generally are in full sympathy."

COLORADO * ‖ ‡

The Law.

SECTION 1. That the nature of alcoholic drinks and narcotics, and special instructions as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the public schools of the State, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books designated by the board of directors of the respective school districts, in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the State.

SEC. 2. That it shall be the duty of the proper officers in control of any school described in the foregoing section to enforce the provisions of this act; and any such officer, school director, committee, superintendent, or teacher who shall refuse, fail or neglect to comply with the requirements of this act, or shall neglect, refuse, or fail to make proper provisions for the instruction required, and in the manner specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office and the vacancy filled as in other cases.

Mrs. Lillian R. Copeland, Superintendent (appointed in 1889 to succeed Mrs. Streeter).

Reports from several counties state that the women take an active part in electing the school boards. Where this is done, the study is being pursued with the right text-books in the hands of the pupils. In other places where the women neglect this important duty the liquor element often secures its representatives on the school board. A Laramer County woman who was first appointed member of a committee to see what could be done towards introducing the books into the schools, and afterwards elected on the school board, reported, "At

the beginning of the last school year the temperance hygiene text-books were put into the hands of the pupils in the two upper rooms, and text-books in the hands of the teachers in the other two. In three of the rooms they were as thorough in their examination of this as in other studies. The scholars became very much interested, several of the boys quit smoking cigarettes, and others the use of tea and coffee."

1890. A number of towns reported using the endorsed books according to Standard. A gain has been made in Local Superintendents.

IDAHO.

Under the National Law until the adoption of a State Code.

No Report. The subject is being taught in schools of the New West Commission and of the Missionary Associations.

ILLINOIS × ¶

The Law.

SECTION 1. *Be it enacted by the people of the State of Illinois represented in the General Assembly,* That the proper legal school authorities shall have power, and it shall be their duty, to have pupils of suitable age in schools of Illinois, supported by public money or under State control, instructed in physiology and hygiene, with special reference to the effects of alcoholic beverages, stimulants and narcotics on the human system.

SEC. 2. No certificate shall be granted to any person to teach in the public schools of Illinois after July, 1890, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effect of alcoholic beverages, stimulants and narcotics on the human system.

Miss Mary Allen West, Superintendent.

In 1889 Miss West reported: "Illinois has wheeled into line and now stands with the majority of States on the Temperance Education question. Although the law did not go into effect until January, 1890, many school boards introduced text-books in September, 1889. The Pickneyville School Board was the first to adopt the study. Much interest is reported on the part of teachers, pupils, parents and the public generally. The Superintendent of Scientific Temperance Instruction for Kendall County, Mrs. Nora Fitzgerald, has gone through her county, securing the appointment of Local Superintendents in all Local Unions, and has begun to secure "fitting women" where there are no Local Unions. Reports from Cass County state that the principals of schools, County Superintendent, and Boards of Instruction throughout the county are favorable to the law, and a course of study in this topic will be introduced as fast as possible.

1890. Reports show that during the first year the law has been in operation the study has been introduced into over 9000 schools, a little less than one-third of the whole. Among the results already noted are: "Children often refuse to drink cider, carry beer, fill pipes; boys give up smoking; pupils secure pledges against drinking and smoking from men; new light and enthusiasm in physiology classes; children discuss what they learn at home." Miss West says: "I firmly believe that if every Local Union, every county, and every district in Illinois had as faithful a superintendent as some of them now have, that every school would be teaching temperance from approved text-books by our next Annual Convention." This shows the importance of pushing the organization of this Department.

INDIANA.

Mrs. L. M. Beck, State Superintendent.

In 1889 Miss Lodie Reed, then State Superintendent, wrote: "For the fourth time we petitioned our Legislature for a Scientific Temperance Law, but notwithstanding the petitions, popular and representative, the influence of the Federal and other State laws, our plea was rejected and our 'great expectations' — for they were great — disappointed. One cause of the defeat was undoubtedly the interest centring in the school-book bill, with which our bill came into contact."

Miss Reed's report shows that public sentiment in Indiana is strongly in favor of a Temperance Education Law. At one County Institute alone 150 teachers signed the petition for the bill, and a State Convention of County Superintendents of Schools passed a resolution in its favor. Gains have been made in organization during the year.

IOWA * † ‖ ¶

The Law.

Extract from the Common School Law of Iowa.

SECTION 1. That Physiology and Hygiene, which must in each division of the subject thereof include special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, shall be included in the branches of study now and hereafter required to be regularly taught to and studied by all pupils in the common schools, and in all normal institutes, and normal industrial schools, and the schools at the Soldiers' Orphans' Home and Home for the Indigent Children.

SEC. 2. It shall be the duty of all boards of directors of schools and of boards of trustees, and of county superintendents in the case of normal institutes, to see to the observance of this statute and make

provision therefor, and it is especially enjoined on the county superintendent of each county that he include in his report to the superintendent of public instruction the manner and extent to which the requirements of Section 1 of this act are complied with, in the schools and institutes under his charge, and the secretaries of school boards in cities and towns are especially charged with the duty of reporting to the superintendent of public instruction as to the observance of said Section 1 hereof in their respective town and city schools, and only such schools and educational institutions reporting compliance as above required, shall receive the proportion of school funds or allowance of public money to which they would be otherwise entitled.

SEC. 3. The county superintendent shall not, after the first day of July, 1887, issue a certificate to any person who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, and it shall be the duty of the county superintendent, as provided by Section 1771, to revoke the certificate of any teacher required by law to have a certificate of qualification from the county superintendent, if the said teacher shall fail or neglect to comply with Section 1 of this act, and said teacher shall be disqualified for teaching in any public school for one year after such revocation, and shall not be permitted to teach without compliance.

Mrs. H. H. Henshaw, State Superintendent.

The report of the State Superintendent of Public Instruction, Hon. Henry A. Sabin, for the year 1889, shows that in over 13,000 schools out of the 15,463 schools in the State, the subject of Scientific Temperance is taught. A significant fact reported from one county is that the law and study seem "beneficial as far as concerns intoxicating liquors, but does not affect the tobacco habit." Investigation shows that in all the school districts in that county except one, the school boards have adopted and schools are using the Smith physiologies which tempt to the use of tobacco for a "freer flow of ideas." This shows the importance of at once moving for an exchange of these books for the revised editions in which no such harmful and untruthful statements appear. Very different reports come from schools where the endorsed books are used. Here the good results of the teaching soon become noticeable in the community. In one instance a young man addicted to "moderate" drinking and to the use of tobacco obtained a teacher's certificate, and through the teaching of the text-book on physiology, was induced to break off his bad habits. From another county word comes that teachers who took up the subject indifferently have become enthusiastic, and are doing good work. All have been helped and encouraged by State Superintendent Sabin, who is ever as solicitous for the moral as for the intellectual growth of the young.

Reports from counties show that Page County has a Local Superintendent for every Union but one. The subject is taught in all the schools in the county by order of the school board, and, with three exceptions, the endorsed text-books are used. Nearly the same condition is reported from Marshall County. Johnson County reports introduction of the study by action of the school boards and adoption of endorsed text-books in 90 per cent of the schools. The school boards in all the districts of Washington County have taken favorable action, and the subject is being taught throughout the county.

KANSAS † ¶

The Law.

Be it enacted by the Legislature of Kansas:

SECTION 1. No certificate shall be granted to any person to teach in any of the public schools of this State, after the first day of January, 1886, who has not passed a satisfactory examination in the elements of physiology and hygiene, with special reference to the effect of alcohol, stimulants and narcotics upon the human system; and provision shall be made by the proper officers, committees and boards for instructing all pupils, in each public school supported by public money, or under State control, of this State, upon the aforesaid topics.

SEC. 2. This act shall take effect and be in force from and after its publication in the official State paper.

Mrs. Laura M. Johns, Superintendent.

In 1889 Mrs. Johns reported 16 County Superintendents, three of whom had secured a Local Superintendent for every Local Union in their respective counties, and one, Mrs. Julia A. Chase of Cass County, has secured "fitting women" for all but four places in her county where there are no Local Unions.

The subject of Scientific Temperance is taught in about three-fourths of the schools of the State, in the majority of which endorsed books are used. Educators are usually in full sympathy with the law. The State Superintendent of Public Instruction published an address on the topic to conductors of Institutes, which several of the County Superintendents of this Department deemed of sufficient value to copy and distribute.

Mrs. Slosson, who was Superintendent last year, sent a copy of the Annual Report to every County Superintendent of Schools in the State. and Mrs. Johns, since entering upon her duties, has sent literature to all the teachers in the State. Resolutions passed at the State Teachers' Association and other teachers' meetings in favor of the study have also been circulated by W. C. T. U. workers.

1890. The Superintendent of Jewell County has been very active in introducing the endorsed text-books into the schools of her county. Mrs. Johns attended the State Convention of County Superintendents of Public Instruction, and worked out with them a course of study in Physiology and Hygiene in harmony with the Standard for Enforcement, to be recommended for all schools in the State. The State Superintendent of Public Instruction has also signed our Standard for Enforcement, which thus gives a good official backing to the work in Kansas.

Michigan * ‡ ‖ §

The Law.

The people of the State of Michigan enact that section 15 of chapter 3 of act No. 164 of the public acts of 1881, entitled "An act to revise and consolidate the laws relating to public instruction and primary schools, and to repeal all statutes contravening the provisions of this act," approved May 21, 1881, as amended by act No. 93 of the public acts of 1883, approved May 16, 1883, be and the same is hereby amended so as to read as follows:

Sec. 15. The district board shall specify the studies to be pursued in the schools of the districts, and in addition to the branches in which instruction is now required by law to be given in the public schools of the State, instruction shall be given in physiology and hygiene, with especial reference to the nature of alcohol and narcotics and their effect upon the human system. Such instruction shall be given by the aid of text-books in the case of pupils who are able to read, and as thoroughly as in other studies pursued in the same school. The text-books to be used for such instruction shall give, at least, one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics, and the books used in the highest grade of graded schools shall contain, at least, twenty pages of matter relating to this subject. Text-books used in giving the foregoing instruction shall first be approved by the State Board of Education. Each school board making a selection of text-books under the provisions of this act shall make a record thereof in their proceedings, and text-books once adopted under the provisions of this act shall not be changed within five years, except by the consent of a majority of qualified voters of the district present at an annual meeting. The district board shall require each teacher in the public schools of such district, before placing the school register in the hands of the director as provided in section 13 of this act, to certify therein whether or not instruction has been given in the school or grade presided over by such teacher, as required by this act, and it shall be the duty of the director of the district to file with the township clerk a certified copy of such certificate. Any school board neglecting or refusing to comply with any of the provisions of this act shall be subject to fine or forfeiture, the same as neglect of any other duty pertaining to their office.

This act shall apply to all schools in the State, including schools in cities or villages, whether incorporated under special charter or under the general laws.

Mrs. Stella M. Roben, State Superintendent.

Mrs. Roben, appointed in 1889 to succeed Mrs. James, began organizing at once. District and County Superintendents joined in making a personal canvass of their territory to secure workers. Reports from counties show that in Wexford County the subject is taught in 80 per cent of the schools; in Osceola County, in 76 out of 90. Kalamazoo County, subject taught in all but five schools, — the County Secretary greatly interested and giving substantial aid in circulating law and leaflets. St. Joseph County, subject taught in nearly 100 per cent of the schools. Kent County Superintendent reports, "No trouble, the right books in, the study growing in favor, especially with the mothers; and teachers help much in places where there are no Local Unions. Benzie, Charlevoix, Oceana and Branch Counties report the study being pursued, generally with text-books, in nearly all the schools.

Mrs. Dr. Parkhurst, Superintendent of Barry County, says the sentiment in favor of temperance instruction is truly encouraging, and a majority of the school children show a good degree of knowledge. The High School boys of one city, upon hearing an autopsy report in the case of a prominent citizen who had died suddenly, decided immediately that the cause of his death was the long-continued use of intoxicants, — which proved to be correct. Mrs. Vanderlip of Monroe County reports three townships, comprising 33 schools, in which the study is taught as thoroughly as other studies, in many with text-books in hands of pupils. The children show a marked degree of interest. In three of the five counties of the Eleventh District this study extends to nearly every school. In each county of the Twelfth District Scientific Temperance Instruction is taught in from 75 to 100 per cent of the schools. The Barnes books chiefly used.

1890. Six new County Superintendents have been appointed during the year. Only a few of the sparsely settled counties in the upper peninsula remain without these officers. Special efforts are being made to put a Local Superintendent in every school district whether a Union exists there or not. About three-fourths of the Unions have Superintendents of Scientific Temperance Instruction. The endorsed books are gaining ground. "It would be easier to name the few places where this study is *not* taught than the many where it is."

The Local and County Superintendents show great interest. The State Superintendent is in constant receipt of letters from women who want to work, and think this is the kind of work to be done.

MINNESOTA * † ¶

The Law.

Be it enacted by the Legislature of the State of Minnesota:

SECTION 1. It shall be the duty of the Board of Education and Trustees in charge of schools and educational institutions supported in whole or in part by public funds, to make provision for systematic and regular instruction in Physiology and Hygiene, including special reference to the effects of stimulants and narcotics upon the human system.

SEC. 2. It shall be the duty of all teachers in public schools in this State to give systematic and regular instruction in Physiology and Hygiene, including special reference to the effects of stimulants and narcotics upon the human system; and any neglect or refusal on the part of said teachers to provide instruction as aforesaid, shall be deemed sufficient cause for annulling his or her certificate by the County Superintendent or other competent officer.

SEC. 3. No certificate shall be granted any person to teach in the public schools of this State after January 1st, one thousand eight hundred and eighty-eight (1888), who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effects of stimulants and narcotics upon the human system,

SEC. 4. It shall be the duty of the County Superintendent of Schools to report to the Superintendent of Public Instruction any failure or neglect on the part of the Board of Education or Trustees of a school or institution receiving aid in whole or in part from the State, to make provision for the instruction aforesaid, and such failure or neglect being satisfactorily proven by the County Superintendent or by other persons, it shall be sufficient warrant upon which the Superintendent of Public Instruction may withhold the apportionment of the current school fund from such district; provided, that not more than one-fourth of said apportionment shall be withheld upon the first offense, one-third upon the second, and one-half upon any subsequent offense.

SEC. 5. That the Superintendent of Public Instruction and the presidents of the Normal schools of this State be directed to recommend some suitable text-book, and to furnish the same at cost to the several school districts of this State, for the study of Physiology and Hygiene, with special reference to the effects of stimulants and narcotics upon the human system.

SEC. 6. This act shall take effect and be in force from and after its passage.

Mrs. C. S. Winchell, Superintendent.

Among the encouraging reports from Minnesota in 1889 were the following:—From Crow Wing County: "We have been trying for two or three years to get the Pathfinder books into our schools, but the Board steadily refused to change. Last winter we took the responsibility on ourselves. We got up a petition and took it round to every

voter in the district (only nine refused to sign it), and we got the books we wanted. Our women are awake to the importance of this work. Our Local Superintendent visits the schools and knows how the subject is taught." The President of District Number 4 writes, "The officers of our school district are all women." Of course she also adds that the endorsed books are in use in that school district, as indeed they are in all save one of the schools of her county. Miss Agnes Safely, the County Superintendent of Schools in Cottonwood County and County Superintendent of Scientific Temperance Instruction for the W. C. T. U., writes that the Pathfinder is principally used in her county, and where used the results are very satisfactory. Mrs. Paquin, of Pine City, writes that the subject is taught orally and by text-books in all grades daily, and as a result the pupils are able to intelligently answer questions as to the nature and effects of alcohol, that many older persons could not.

Professor Sperry of Dodge County sent an excellent report from each of the seventeen districts of his county. A teacher at West Concord says: "The subject is received now the same as any other branch of study. The beneficial effects can no longer be a matter of doubt." Another teacher says, "Novelty gone, but in its place may be found continued inquiry." Others report the parents heartily in sympathy with this work. In all these schools text-books are used by the children, and in nearly every case the Pathfinder books are mentioned, and the unfailing record is, "The pupils seem very much interested."

1890. Organization advancing. Extra efforts will be made the coming year to secure superintendents in every county and township in the State. Where the endorsed books are used, instruction is given in general in accordance with the requirements of the Standard for Enforcement. An Institute lecturer appointed by the State Department of Public Instruction reports 52 County Teachers' Institutes visited, and 100 lectures on this topic delivered.

MISSOURI ¶

Section 7077, of the revised school law.

SECTION 7077. *Qualifications necessary for certificate.* — No person shall be granted a certificate to teach in any of the public schools established under the provisions of this chapter who is not of good moral character, and qualified to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, history of the United States, civil government, theory and practice of physiology and hygiene with special reference to the effects of alcoholic drinks

and stimulants and narcotics generally upon the human system. (Laws 1885, p. 243, § 1, amended.)

SEC. 7077*a*. *Temperance instruction, when given.* — If any patron of any public school in this State demand in writing that instruction in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics generally upon the human system, shall be given in the public school of which such person is a patron, then the board of directors of such school shall make provision for giving such instruction in such school. But such instruction shall only be given to the child or children of such person demanding that such instruction be given. (New section.)

Mrs. Josephine B. Humphrey, Superintendent.

The work of organization is progressing. In 1889 there was a District Superintendent for every Congressional District and Local Superintendents for about half the Local Unions. Though the law of Missouri requires this study to be taught only upon the request of the parents, the activity of the W. C. T. U. and the sympathy of the teachers has brought about the introduction of the study into a large number of schools. Holt County reports the subject taught in more than two-thirds of its schools. It is well taught in some of the Normal Schools from endorsed text-books. The teachers are heartily in favor of a more stringent law which would make the study compulsory. Mrs. Humphrey says: "Most school commissioners have shown such an interest in this work that we shall expect much help from them in the future. They seemed only waiting to be asked."

MONTANA.

Mrs. Maggie E. Templeton, State Superintendent.

No copy of the Montana law is at hand. From the following digest clipped from "The New Issue" it seems that the ends proposed by the National law have been retained. "The Compiled Statutes of Montana, page 1814, Sec. 1891, says, 'Instruction shall be given, during the entire school course, in manners and morals and the laws of health.' In the enactments of the sixteenth assembly held from January to March, 1889, under the heading of Text-Books, Sec. 1 says, 'The text-books in the several branches required by law, to be taught in the public schools of Montana, shall be uniform throughout Montana.' Sec. 2. 'The text-books hereinafter named are hereby adopted for exclusive use in the public schools of Montana, so far as the same may be applicable to the grade of study pursued, in the schools where used, for the term of six years, from the first day of July, A.D. 1889,

or until changed in the pursuance of law.' Sec. 4, of same act, says, 'The following are titles of the text-books adopted by this act,' etc. Then follows the list, in which are, 'Child's Health Primer,' 'Physiology for Young People,' and Steele's 'Hygienic Physiology.'"

"The New Issue" further says: "We conclude, then, from these citations. 1st. That 'Manners, Morals and the Laws of Health,' must be taught in all schools. 2d. That a uniform system of books and not oral lessons alone shall be used, for according to law this is the case with all branches required to be taught. 3d. Not only are books to be used, but those specified in the act shall be used for a term of six years from July 1st, 1889. In the list we find the very books we wish used named, and they are the only ones in the list treating of the subjects of Manners, Morals and the Laws of Health. Neither the school board nor the teachers have any option in the case, for Sec. 6 of the same act says, 'Any school district which shall after the 1st of July, 1889, use other text-books than those herein adopted, for the same studies, shall forfeit 25 per cent of the county school fund,' etc. And lastly follows Sec. 7, which requires all school officers and teachers to report to the proper authorities whether or not the authorized books are used in their schools. The State now has a contract with the publishers of said books to use the books for a term of six years, which will surely be kept."

NEBRASKA † ¶

The Law.

Be it enacted by the Legislature of the State of Nebraska:

SECTION 1. Provision shall be made by the proper local school authorities for instructing the pupils in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks and other stimulants and narcotics upon the human system.

SEC. 2. No certificate shall be granted to any person to teach in the public schools of the State of Nebraska after the first day of January, 1886, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks and other stimulants and narcotics upon the human system.

SEC. 3. All acts and parts of acts inconsistent with this act are hereby repealed.

Mrs. Clara Carscadden, Superintendent.

Every district but one has a District Superintendent of this Department, and County Superintendents are being appointed. In some localities the District Superintendents work directly with the locals. The

counties organized for W. C. T. U. work report a Local Superintendent in every Local Union. Special attention has been given to securing Acting Superintendents in places where there are no Local Unions. Nearly all the text-books used are those endorsed by the National Department. A number of Local Superintendents in York, Tecumseh, Fairburg and Waco Counties, and in many places in the fourth, fifth and sixth Congressional districts, have secured the adoption of endorsed books where the unendorsed were before used. The women take an active part in voting for school committees. Quantities of Department literature have been distributed, and where most was sent most good has been accomplished. Mrs. Carscadden says: "We no longer have to ask for time at Institutes, but invitations come to us from Superintendents of Public Instruction, instead of from Unions as formerly. Pupils are interesting their parents and the public generally."

NEVADA ×

The Law.

Last clause of Section 42: Orthography, reading, writing, arithmetic, the elements of natural philosophy, and geography shall be taught in all the public schools, and in each school above the primary there shall also be taught English grammar, history of the United States, chemistry and elementary physiology and hygiene, which shall give special prominence to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

No Report.

NORTH DAKOTA * ‡ ‖

The Law.

Be it enacted by the Senate and the House of Representatives of North Dakota, in Legislature assembled:

SEC. 130. Every teacher in the common schools shall teach pupils, as they are sufficiently advanced to pursue the same, the following branches, to wit: Orthography, reading, writing, arithmetic, language lessons, English grammar, geography, United States history, physiology and hygiene, giving special instruction concerning the nature of alcoholic drinks, stimulants and narcotics, and their effect upon the human system, physiology and hygiene and the nature of alcoholic drinks, stimulants and narcotics, and their effect upon the human system shall be taught as thoroughly as any branch is taught; by the use of a text-book to all pupils able to use a text-book, who have not thoroughly studied that branch, and orally to all other pupils. When such oral instruction is given as herein required, a sufficient time not less than fifteen minutes shall be given to such oral instruction for at least four days in each school week. Every teacher in the schools in special districts, and in the cities organized for school purposes under

special law shall conform to and be governed by the provisions of this section.

SEC. 29. He [the County Superintendent of Schools] shall see to it that the pupils are instructed in the several branches of study required by law to be taught in the schools, as far as they are qualified to pursue them. If any teacher neglects or refuses to give instructions as required by law in physiology and hygiene, and the nature and effect of alcoholic drinks, narcotics and stimulants, the County Superintendent shall promptly revoke such teacher's certificate and cause him or her to be discharged. If the teacher so neglecting or refusing to give instructions in said branches holds a state certificate, the county superintendent shall immediately certify such refusal or neglect to the state superintendent.

Mrs. Ruth A. Allen, State Superintendent.

The following account is sent us of the steps taken to secure a Temperance Education Law when Dakota became a State.

"When we became a State organization, knowing that we should soon be a State politically, your president foresaw that if temperance was still to be taught in our public schools, a new law to that effect must be passed by our Legislature. She accordingly wrote to the National Superintendent of Scientific Temperance Instruction, Mrs. Mary H. Hunt, of Hyde Park, Mass., and asked for a copy of what she regarded as the best law upon that subject for a State. The copy was received and immediately forwarded to our State Superintendent of this Department, who was asked to consult some good prohibition lawyer and ascertain whether it would meet our needs as a State. This was done and the necessary changes were made. It was also shown to Superintendent Mitchell, who at once offered to embody it in the educational bill he was then preparing. He said, as we had been under a similar law for a few years, that if embodied in his bill it would be passed as a matter of course, and without much comment, while on the other hand, if it should be brought up as a separate measure by the temperance people, it would surely cause much discussion and might fail to pass. As this plan was laid before us, we immediately saw the wisdom of it and entrusted the bill to Judge Mitchell's care. That action stopped every allusion to this work in our ranks. We were as quiet as mice in regard to a temperance school law; for open discussion or unguarded remarks about it would reveal our plan and might mean death to the law. It was a sort of righteous strategy to accomplish a just end. All through the winter, with bated breath, we watched for the passage of the educational bill. At last it came, and our law was safe. We cannot be too grateful for such a stanch friend to our cause as Judge Mitchell. His was indeed a rare spirit. All honor to his memory."

Organization for the work is proceeding rapidly. All except two counties have County Superintendents, and nearly all of these have been appointed during the year. Local Superintendents are reported for a majority of the Local Unions, with the number increasing. The endorsed books are in the schools. The teachers are reported "glad to do the work and doing it faithfully." The State Superintendent of Public Instruction has signed the Standard for Enforcement, and writes that it is his purpose to make Scientific Temperance Instruction a part of the course of study for the State now in process of preparation.

OHIO * † ¶

The Law.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio*, That the nature of alcoholic drinks and narcotics, and their effects on the human system in connection with the subjects of Physiology and Hygiene, shall be included in the branches to be regularly taught in the common schools of this State, and in all educational institutions supported wholly or in part by money received from the State; and it shall be the duty of Boards of Education, and boards of such educational institutions, to make provision for such instruction in the schools and institutions under their jurisdiction, and to adopt such methods as shall adapt the same to the capacity of the pupils in the various grades therein; but it shall be deemed sufficient compliance with the requirements of this section if provision be made for such instruction orally only, and without the use of text-books by the pupils.

SEC. 2. No certificate shall be granted to any person, on or after the first day of January, 1890, to teach in the common schools, or in any educational institution supported as aforesaid, who does not pass a satisfactory examination as to the nature of alcoholic drinks and narcotics, and their effects on the human system.

SEC. 3. Any superintendent or principal of, or teacher in, any common school or educational institution, supported as aforesaid, who wilfully refuses or neglects to give the instruction required by this act, shall be dismissed from his or her employment.

SEC. 4. This act shall take effect and be in force from and after the first day of January, 1889.

Passed April 11, 1888.

Mrs. Francis W. Leiter, State Superintendent.

The following is from a letter received from Mrs. Leiter for the year 1889: "The Ohio work is in such a shape that a satisfactory tabulated statement is not practicable. . . . We are putting particular stress upon reaching Boards of Education and Examiners, Township Boards and District Directors. . . . Text-books are gradually going

into the schools, the Pathfinder and Eclectic series: the latter predominates."

For 1890 Mrs. Leiter wrote: "Time and means have been expended without stint to secure proper arrest of thought on the part of our educators. . . . This topic was upon the programme regularly at the State Association of Teachers, and I was appointed to open the discussion. . . . We have every reason to be encouraged and are wise enough not to expect too much at once."

The State Superintendent of Public Instruction has signed the standard for enforcement.

OREGON †

The Law. (Section of the School Law of 1884–5.)

SECTION 3. It shall be the duty of the teacher to labor during school hours to advance the pupils in their studies, to create in their minds a desire for knowledge, principle, morality, politeness, cleanliness and the preservation of physical health; and it is hereby made the duty of every teacher to give, and of every Board of Directors to cause to be given, to all pupils, suitable instruction in physiology and hygiene, with special reference to the effect of stimulants and narcotics upon the human system.

Mrs. Mary S. Kinney, State Superintendent.

Mrs. Kinney, very wisely concluding that organization is now the most important step to be taken in this work, sent out, in 1889, a strong appeal to each Local Union in her State, to appoint Local Superintendents of this Department, accompanying her appeal with copies of the law and National Department leaflets. She has also opened correspondence with teachers and the State Superintendent of Schools and is meeting with a cordial reception. The Local Superintendent at East Portland reports that the teachers there are enthusiastic, earnest temperance workers, who take a lively interest in teaching the subject.

SOUTH DAKOTA * ‡ ‖ § ¶

SECTION 1. In addition to the branches in which instruction is now required by law to be given in all schools supported wholly or in part by public money, instruction shall also be given as to the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of relative Physiology and Hygiene. And such subjects shall be taught as thoroughly as arithmetic and geography are taught in said schools. Such instruction shall be given orally to pupils who are not able to read, and shall be given by the use of textbooks in the case of pupils who are able to read. And such instruc-

tion shall be given as aforesaid to all pupils in all public schools in the State.

SEC. 2. The text-books used for the instruction required to be given by the preceding section shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the books used in the highest grade of graded schools shall contain at least twenty pages of matter relating to this subject; but no book in which the required amount of this subject shall appear in whole or in part as a separate chapter at the end of the book shall be considered as complying with the requirements of this statute. Text-books on Physiology in use in the schools at the time this act takes effect, which are not in accordance with the requirements of this section shall be changed for books satisfying the requirements of this section except when previous contracts as to such text-books are now in force.

SEC. 3. No certificate shall be granted any person to teach in the public schools of the State, or in any of the educational institutions receiving money from the State, after the first Monday of June, Anno Domini one thousand eight hundred and ninety-one, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

SEC. 4. All laws or parts of laws inconsistent with the provisions of this act are hereby repealed.

SEC. 5. This act shall take effect from its passage, but shall not apply to the division of the public school moneys made in 1890.

SEC. 6. And be it enacted, that it shall be the duty of county and city superintendents, and boards of all educational institutions receiving aid from the State, to report to the State Superintendent of Public Instruction any failure or neglect on the part of boards of school trustees, boards of education, and boards of all educational institutions receiving aid from the State; to make proper provision, in any and all the schools under their jurisdiction, for instruction in the nature of alcoholic drinks and narcotics and their effect upon the human system, in connection with the several divisions of the subject of relative physiology and hygiene, as required by this act; and such failure on the part of trustees, boards of education, and boards of educational institutions receiving money from the State, thus reported or otherwise satisfactorily proved, shall be deemed sufficient cause for which the warrant shall be withheld for the State appropriation of school money to which such districts or educational institutions would otherwise be entitled.

Mrs. E. J. Beach, State Superintendent.

Mrs. Myers, who has been the faithful Superintendent of this work ever since the territorial W. C. T. U. took up the Department, felt obliged to resign, after seeing a good law thoroughly engrafted on the statute books of the new State. In 1889 Mrs. Myers made out a Directory for her State, of County and Local Unions, and urged the

appointment of these workers where there were none. She, as did many other State Superintendents, sent the National Report of the Department to every County Superintendent of Schools in her territory, with a personal letter bespeaking a careful reading, and circulated the **Plan of Work** and Department leaflets among the W. C. T. U. workers.

WASHINGTON × *

The Law.

SECTION 45 (p. 449). All common schools shall be taught in the English language, and instruction shall be given in the following branches, viz.: Reading, penmanship, orthography, written arithmetic, mental arithmetic, geography, English grammar, physiology, hygiene, with special reference to the effects of alcoholic stimulants and narcotics on the human system, history of the United States, and such other studies as may be prescribed by the board of education. Attention must be given during the entire course to the cultivation of manners, to the laws of health, physical exercise, ventilation and temperature of the school rooms.

SEC. 90 (p. 461). Upon complaint, in writing, being made to any county superintendent by any district clerk, or by any head of family, that the board of directors of the district of which said clerk shall hold his office or said head of family shall reside, have failed to make provision for the teaching of hygiene, with special reference to the effects of alcoholic drink, stimulants and narcotics upon the human system, as provided in this act, in the common schools of said district, it shall be the duty of such county superintendent to at once investigate the matter of such complaints, and, if found to be true, he shall immediately notify the county treasurer of the county in which such school district is located, and, after the receipt of such notice, it shall be the duty of such county treasurer to refuse to pay any warrants drawn on him by the board of directors of such district subsequent to the date of such notice, and until he shall be notified to do so by such county superintendent. Whenever it shall be made to appear to the said county superintendent, and he shall be satisfied that the board of directors of such district are complying with the provisions of said section of this act, and are causing physiology and hygiene to be taught in the public schools of such district as hereinbefore provided, he shall notify said county treasurer, and said treasurer shall thereupon honor the warrants of said board of directors.

SEC. 91 (p. 461). Any county superintendent of common schools who shall fail or refuse to comply with the provisions of the preceding section shall be liable to a penalty of one hundred dollars, to be recovered in a civil action in the name of the State in any court of competent jurisdiction, and the sum recovered shall go into the common school fund of the county in which such suit is brought, and it shall be the duty of the prosecuting attorneys of the several counties of the State to see that the provisions of this section are enforced.

Mrs. C. H. Pryor, Superintendent Eastern Washington; Mrs. M. A. Shaffer, Superintendent Western Washington.

Mrs. Pryor writes: "In Eastern Washington the subject is well taught in the schools. We are fortunate in having County School Superintendents who are temperate men and women, and they see that the law is enforced. School boards, so far as I have known, make no objections to the study. The endorsed text-books are used. The teachers usually are in hearty coöperation with the School Superintendents, and like to teach the subject. Cases have been brought to my knowledge in which children have induced their parents to leave off drinking, by explaining to them the truths they had learned in school.

"One County Superintendent of Schools says the school boards frequently ask her if their teachers are complying with the laws, for they deem it very important."

Mrs. Shaffer states, for Western Washington, that the law has met with general favor, and that in many instances the children not only show a knowledge of the nature and effects of alcohol and tobacco, but endeavor to persuade their elders, particularly relatives, against using them.

1890. Owing to the changed conditions consequent upon entering statehood, the attention of workers has been turned largely toward making permanent the excellent features of the territorial law, by means of an aroused and strengthened public sentiment. A most encouraging fact is the thorough enforcement of the law by school boards and teachers, of their own volition and because of their belief in its value and importance.

Cases are reported of changed habits in parents, through the truths the children learned in school. Books, so far as adopted, have been up to standard, thereby saving much labor necessarily expended in other States.

Wisconsin † ¶

The Law.

Section 1. Provision shall be made by the proper local school authorities for instructing all pupils, in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effect of stimulants and narcotics upon the human system.

Sec. 2. The text-books used in giving the foregoing instruction shall receive the joint approval of the State Superintendent of Public Instruction and the State Board of Health.

Sec. 3. No certificate shall be granted to any person, to teach in the public schools of Wisconsin, after the first day of January, 1886, who has not passed a satisfactory examination in physiology and

hygiene, with special reference to the effect of stimulants and narcotics upon the human system.

Sec. 4. All acts and parts of acts conflicting with the provisions of this act are hereby repealed.

Sec. 5. This act shall take effect and be in force from and after its passage and publication.

Mrs. J. E. Kinmore, State Superintendent.

In 1889 Mrs. Aleura Collins Hollister, then State Superintendent, reported: "At the Annual W. C. T. U. State Convention two years ago, no report of this Department was made. One year ago less than a dozen Local Superintendents were reported. This year we have forty-seven Locals beside District and County Superintendents. Mrs. C. J. Dresser, Superintendent of the First District, is actively engaged in organizing her territory. Rock County is quite thoroughly organized, in nearly all the schools of the eastern part of the county, and in 70 per cent of those in the western part the study is pursued. The women are beginning to see that the remedy for indifference on the part of school boards lies in their own hands, — using the ballot for the election of school officers. The women of Black River Falls have voted at school meetings for three years, and have elected a woman member of the school board."

1890. Steady gains in organization are reported with faithful efforts to increase interest and closer approximation to the Standard for Enforcement.

Wyoming.

No Report.

DISTRICT OF COLUMBIA * ‡ ‖ ¶

The National Law.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common or public schools, and in the Military and Naval Schools, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the Territories, in the Military and Naval Academies of the United States, and in the District of Columbia, and in all Indian and colored schools in the Territories of the United States.

SEC. 2. That it shall be the duty of the proper officers in control of any school described in the foregoing section to enforce the provisions of this act; and any such officer, school director, committee, superintendent, or teacher who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by the first section of this act for all pupils in each and every school under his jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

SEC. 3. That no certificate shall be granted to any person to teach in the public schools of the District of Columbia or Territories, after the first day of January, Anno Domini eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

Approved, May 20, 1886.

Mrs. Lydia N. Tilton, Superintendent.

Mrs. Tilton reports that in visiting schools and talking with teachers, she has been surprised and delighted to find some of them veritable enthusiasts in their ambition to impress the truth upon the hearts of the children. She relates the following instance as showing the effect the study is having upon the children: "A supervising principal took a boy to a school of the sixth grade and privately told the teacher to 'do the best she could,' but the boy had never remained long in any school and seemed stupid. 'He would probably play truant until he had to be dropped from the rolls.' The boy at first gave no promise of improvement. The teacher, recognizing that the whole future of his life might lie in her hands, very carefully studied him and his surroundings. His patient mother worked hard to keep him in school, but he was so addicted to the use of cigarettes that he was under the influence of a narcotic all the time. Mrs. Hunt's book, the 'Health Primer,' was one of his required studies. Its narrative style interested him; the teacher used every aid she could command — pictures, blackboard, experiments, and stories. A new light came into the boy's eyes, a new ambition was kindled, the pledge against tobacco was signed, and the boy was henceforward at the head of his class. That teacher has saved a man for this nation."

TERRITORIES.

[All the Territories, like the District of Columbia, are under the National Temperance Education Law.]

ARIZONA AND UTAH * ‡ ‖ ¶

The New West Commission which has in charge many excellent free schools in Arizona, Idaho, Utah and New Mexico, has proved a valuable agent in teaching the truths concerning the dangerous nature of all narcotics, as required by the National Temperance Education Law. Although supported by private philanthropy, and wholly outside any requirements of this law, its officers have instructed their teachers to place this study fully to the front, on an equal standing with arithmetic, language and history. The endorsed books have been provided, and the result is enthusiastic interest and success.

The American Missionary Association has also some schools supported in part by public money, and coming under the requirements of the National law; but a large majority are wholly maintained by private benevolence. Nevertheless, in all alike temperance instruction has a place in the regular curriculum, and thorough text-book instruction is given in the upper classes whenever there is money sufficient to provide books. The officers make grateful acknowledgment to this Department for circulars suggesting methods of work, and express the intention of bringing their teaching up to approved standards.

NEW MEXICO * ‡ ‖ ¶

Mrs. A. M. Jarrett, Superintendent.

Mrs. Collins, Territorial President, writes: "The temperance sentiment is growing stronger among us with each month, and our workers, although few, are brave and doing their utmost. The Pathfinders have been faithfully used in the academies of the New West Commission in New Mexico since their first publication. 'Mrs. Ellen Blair, of Nebraska, who passed through New Mexico to California, said that she had never addressed children who were so thoroughly posted in temperance principles as ours in New Mexico,' writes one

of the New West teachers. 'In the outlying New West schools it is impossible to do as thorough work, because the children are not sufficiently familiar with the English language, and the teachers not familiar with the Spanish. We have two graded schools in the Territory that would be a credit to any State in the Union. In one of them — the larger — the Pathfinders are used. Some of the other denominational schools use the same series.'

1890. The report is progress, in spite of discouragements. The study is introduced into a number of private schools and a few public schools."

INDIAN TERRITORY * ‡ ‖ ¶

Mrs. Helen R. Duncan, **Territorial Superintendent.**

Mrs. Duncan, aided by the newly organized Territorial W. C. T. U., is going bravely on with the work she has been pushing for several years without such aid. She is especially anxious that text-books should be printed in Cherokee, in order that the people of this nation may read them in their own language and become interested in this branch of instruction. This could be done with a little outside help, as they have a national newspaper printed in Cherokee, and a printing-office at Tahlequah. The people would themselves do much toward securing temperance instruction for the young of their nation, if they were once shown how to do it with books in their own language. She says in closing her report for 1889: —

"I trust soon to see our fair Indian Country teaching its children successfully and thoroughly the principles of Scientific Temperance in every hamlet, school and seminary in the whole Territory. It is a large field and is only waiting the seed-sowing to yield a rich harvest."

1890. The subject is taught in several schools by order of the Board of Education of the Cherokee nation. Some of the other nations have now taken up the subject. The mission schools are doing very effective work, with approved text-books. Teachers are asking for more light on the topic, and gladly receive helpful suggestions.

ALASKA * ‡ ‖ ¶

The study of Physiology and Hygiene with special reference to the effects of alcoholic drink and other narcotics, as the law demands, is pursued in the Government schools of Alaska. The "Pathfinders," a well-graded series of text-books, are the only ones in use in that territory.

Scientific Temperance Instruction

—IN—

SCHOOLS AND COLLEGES.

PART III.

Work in Other Lands.

Department of Scientific Temperance Instruction

IN

SCHOOLS AND COLLEGES

OF THE

World's Woman's Christian Temperance Union.

MRS. MARY H. HUNT, SUPERINTENDENT,
Hyde Park, near Boston, Mass., U.S.A.

As the work for Scientific Temperance Instruction in Schools and Colleges rapidly progressed in the United States, many inquiries came to the National Superintendent of that country as to the possibility of extending the same methods to other lands. These inquiries and the aid they called forth, added to the efforts of our Round the World Missionary, Mrs. Leavitt, were the nucleus that led, March, 1888, to the creation of this Department in the World's Woman's Christian Temperance Union.

The report issued in 1888 was mostly an outline of things hoped for. It opened with the following: —

There is no new truth — truth has existed since the beginning; but there seems to be a fulness of time when the world can or will receive a particular truth. When that time comes, neither hemisphere can hold it. It often comes as a great propelling power, simultaneously in many lands to many minds, who welcome gladly the best method of giving it to a needy people. The truth about the character of alcohol was the same the first time it was made and manufactured by man, away back in the morning of time, but it was reserved for the afternoon of the nineteenth century to reveal it. Modern science, speaking as with one voice, at one time, from many lands, now announces that truth, "Alcohol is a poison." This announcement is made to a world that for centuries has been drinking alcohol as an elixir of life, and to a generation whose misery, poverty and pain are largely the consequences of this mistake of the ages. The fulness of time has mani-

festly come; the world, in its need, is ready for the truth against alcohol, and for the most effective methods of teaching it to everybody.

The story of this movement in many lands during the two years that have intervened is its own commentary on these words.

OUR MISSIONARY HELPERS.

The Report of 1888, with its story of the beginning of this work, was sent out to all organizations of the World's W. C. T. U., and to all missionaries laboring in foreign fields whose addresses were obtainable. As soon as the mails could return the answers, letters of warm response and appeals for suggestions and aid were returned, and much of the work recorded on the following pages is the story of missionary labor.

THE PARIS EXPOSITION.

In 1890 this Department placed in the World's Fair in Paris an exhibit of its literature for school use, with leaflets explaining its object and methods, in the French language, for free general distribution to all visitors. Above it all hung a large silken flag of the United States, with the statement in letters of gold on a field of blue, that "In the United States of America there are more than 12,000,000 children under Temperance Education Laws."

The fact that this Department was awarded a gold medal by the judges is evidence of appreciation of the idea which the exhibit represented. Subsequent results have shown that this effort has lodged seed thoughts that are destined yet to bless nations.

A CALL FOR WORKERS.

A prime essential in getting anything done is to have somebody to do it. What is now needed to complete the rapid extension of this movement in every land is some one connected with either temperance, religious or educational organizations, or otherwise representative of the humane desire to lift humanity Godward, who will act as sponsor for this movement in his or her respective country.

We earnestly call upon all Woman's Christian Temperance Unions who have not already done so, in loyalty to their organic relations, to appoint National and Local Superintendents of this Department and to report the addresses of the same to the International Superintendent.

Where there are no organizations of this kind, any one who realizes the need of educating the children away from the use of alcoholic drinks and other narcotics, and who feels, in this realization, a call to

do what he or she can to start such a movement for his or her country, will, by opening communication with the International Superintendent, receive formulated plans and methods, the outgrowth of experience in this behalf, that may be adapted to any locality.

Any such person who is a representative of an organization will do well to secure the endorsement or co-operation of the same, thus strengthening his or her efforts, and giving the movement organic existence. Local circumstances, however, must decide as to the wisdom of this suggestion.

[N.B. The name and address of the International Superintendent is given at the opening of Part III., page 99.]

A list of the literature which has been from time to time issued to meet the needs of this Department, outlining its plans and methods, will be found on the last page of this volume.

THE DOMINION OF CANADA.

Our Canadian neighbors have been especially active, aggressive and successful in their efforts to secure Scientific Temperance Instruction in their schools, as may be seen by the following extracts from the last annual report of Mrs. Lucy Merry Noyes, Dominion Superintendent of this Department.

QUEBEC.

"During the last three years the teaching of this subject has been compulsory by order of the Board of Education in all Protestant model schools and academies throughout our Province, and has been prescribed for the elementary schools, where through the exertions of our white ribboners it has been largely taught, but in these last it has not been compulsory. Last October a recommendation to the effect that the regulation concerning the teaching of temperance physiology and hygiene in model schools and academies be extended to the elementary schools was adopted by our Board of Edueation. This new regulation respecting the elementary schools will come into effect in July of the present year." "The authorized text-books for use in the Province of Quebec are those of the Barnes Series."

ONTARIO.

"Our Ontario sisters have labored long and earnestly for Scientific Temperance Instruction, and now consider the introduction of this subject into the public schools by a 'Regulation' of the Educational Department, the greatest achievement of the W. C. T. U. This regulation reads as follows: —

"'Temperance and hygiene. These subjects should at first be taught by familiar lectures.

"'The nature and effects of alcohol upon the system and the importance of temperance, and a strict observance of the laws of health, as set forth in the authorized text-book, should form part of the regular instruction of the school from the second form upwards; and should be taught, either by the use of text-books, or otherwise, as thoroughly as any other subject on the programme.'"

Learning that there was a class of individuals, including some school inspectors, who did not deem the teaching of this subject compulsory, the Minister of Education was written to about the matter.

The following letter is his reply: —

"TORONTO, 16th of October, 1889.

In reply to your enquiry, the Minister desires me to state that the subject of temperance, including hygiene, is obligatory; as stated on pages 101 and 102 of the School Act and Regulations, whether taught orally or by means of the authorized book.

ALEXANDER MARLING, Sec'y."

NEW BRUNSWICK.

"The Board of Education of New Brunswick has recommended the teaching of Alcohol and its Effects upon the Human System in all our schools from the fourth grade upward; and has prescribed Dr. Palmer's Temperance Teachings of Science for use in the sixth, seventh and eighth grades.

"This is not altogether satisfactory to the white-ribboners; and each Union in the Province is now preparing a petition to present to the Provincial Parliament praying that body to make S. T. I. compulsory for all pupils in all schools; and, also, that the Pathfinder Series of temperance text-books be prescribed—oral instruction being given until the children are able to read, then the books to be placed in the hands of every pupil.

"About 160 copies of the Pathfinder Series have been placed in the hands of teachers by the Unions in different parts of New Brunswick. The universal testimony of teachers is favorable to the books."

NOVA SCOTIA.

An act to provide for the more thorough study in the public schools of the effects of alcoholic drinks and narcotics on the human system:

Be it enacted by the Governor, Council and Assembly, as follows:

1. Appropriate instruction shall be given in the public schools as to the nature of alcoholic drinks and narcotics, including tobacco, and special instruction as to their effects upon the human system in connection with the several divisions of the subjects of relative physiology and hygiene, all of which subjects shall be taught as regularly and thoroughly as other branches are taught in said schools. Such instruction regarding physiological and hygienic laws and the effects of alcoholic drinks and narcotics shall be given orally from a suitable text-book in the hands of the teacher to pupils unable to read, and such instruction shall be given to all others with text-books in the hands of the pupils, and from text-books as well graded to the capacities of the pupils as other text-books are, and such instruction shall be given as aforesaid in all public schools in the Province to all grades.

2. The text-books to be used for instruction required to be given by the preceding section of this act shall be prescribed by the Council of Public Instruction, who shall notify the secretaries of the respective Boards of Trustees and of the School Boards of the several incorporated towns and cities within the Province of the choice of the text-books so

selected by them as aforesaid, and said text-books used in the primary or intermediate grades shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the text-books used in the higher grades shall contain at least twenty pages of matter relating to this subject.

It shall be the duty of school officers and school inspectors to report to the Council of Public Instruction any failure on the part of the trustees, or the teachers of the schools under their control, to carry out the provisions of this act.

Upon its being shown to the Council of Public Instruction either by such school inspectors or school officers or any rate payer, that any teachers or trustees have failed to carry out the provisions of this act, any such failure shall be deemed sufficient cause for withholding wholly, or in part from any such teacher or trustees, Provincial and County grants.

[NOTE.]—EXAMINATION OF TEACHERS.

A previous statute that required all teachers before receiving certificates to be examined for all studies they are required to teach, will require examinations in the branch specified by this act.

During the months of March and April, 1892, the International Superintendent of this department went to the Maritime Provinces of Canada at the request of the Provincial Superintendent, Mrs. R. A. B. Phillips, for a campaign for Compulsory Scientific Temperance. As one of the results the above admirable statute was enacted.

The first important steps toward the enforcement of this statute are the prescription of the right text-books by the Council of Public Instruction and the recommendations by school superintendents and school officers of an adequate course of study that will comply with requirements of the law. If these steps are rightly taken alcohol has received a deadly blow in that province, and Nova Scotia may reasonably expect a coming generation of intelligent total abstainers.

PRINCE EDWARDS ISLAND.

Law.

As passed by the House of Assembly, the bill to provide for the study of the effects of alcoholic drinks and narcotics upon the human system, enacts:

1. That in the Prince of Wales College and Normal School of this Province, in addition to the subjects now taught, instruction shall be given as to the nature of alcoholic drinks and narcotics, and special instruction shall be given as to their effects upon the human system, in connection with the several divisions of the subject of relative physiology and hygiene.

2. No license shall be granted to any person to teach in the public schools of this Province, after the first day of July, A. D. 1893, who

has not passed a satisfactory examination in the subjects mentioned in seetion one of this Aet.

3. On and after the first day of January next, A. D. 1893, every teaeher in the public schools of this Provinee shall give instruction in the subjects mentioned in section one of this act to all pupils whose parents desire them to be so instrueted.

In eaeh school, sueh instruetion shall be given in the presence of the other pupils of such school; and sueh text-books shall be used as may be preseribed by the Board of Edueation; but it shall not be compulsory upon any pupil to provide himself or herself with sueh text-books should his parents or guardians object.

4. Instruction upon the said subjects shall be given orally by the teacher, in eaeh sehool from a text-book in the hands of such teacher, to all pupils attending such a school.

EUROPE.

ENGLAND.

The publication, in 1875, of Dr. B. W. Richardson's "Cantor Lectures on the Effects of Alcohol on the Human System," awakened great interest in the subject of Scientific Temperance, which was by no means confined to England. By his investigations and discoveries as to the nature and effects of alcohol, and by his publication of the same, Dr. B. W. Richardson has made the whole world his debtor.

Scientific Temperance Education in the schools has received attention in England, though it has not yet been made compulsory. For several years lecturers connected with the National Temperance League have visited the public elementary schools and delivered addresses, of which the children were encouraged to make written reports. The United Kingdom Band of Hope Union is also working in the same field. It has collected a special fund, which in 1889 amounted to £13,000, for the purpose of sending out qualified lecturers to address the children in the elementary schools. Several thousand lectures per year, it is estimated, are being given by this means, in all parts of the kingdom.

The British Woman's Temperance Association has not yet taken up this line of work as a regular department with an authorized superintendent to look after its interests, but there is every reason to believe they will do so soon. Lady Henry Somerset, in a letter to the International Superintendent, says she is "most anxious to do all in her power to press forward this most needful department of work, and sincerely hopes that at their next annual meeting she will be able to bring forward the subject, and that the women may be aroused to take up the work."

Requests for sample copies of the Temperance Physiologies used in American schools are frequently received from prominent English philanthropists.

THE CHURCH OF ENGLAND TEMPERANCE SOCIETY.

As this Report goes to press, a letter is received from a Secretary of the Church of England Temperance Society, London, reporting the following resolution just passed by a committee of that body: —

"*Resolved,* That it is most desirable that the children in all elementary schools be taught, in connection with Physiology, the effects of alcoholic drinks, stimulants and narcotics on the human system, and that our branches be urged to bring forward and discuss this question with a view of educating public opinion upon it."

Thus one more great organization is ready to throw the weight of its influence in favor of providing a warning education against alcohol and kindred narcotics for the children of the nation upon whose possessions the sun never sets. With England and America joining hands in this movement, the charge that "the Anglo-Saxons are a race of drunkards" will soon be true only of the past. If the children of these two great nations are trained to-day for total abstinence, a to-morrow of intelligent sobriety is sure to follow.

FRANCE.

Among letters received from those whose attention was called to the work of Scientific Temperance Instruction by the literature distributed at the Paris Exposition, is one from a gentleman who holds the office of Instituteur à Rostrenên (Côtes-du-Nord). This gentleman, moved by the misery of a population "whose veritable scourge is drunkenness," is preparing books on this topic to be introduced into the schools, and wrote for samples of the books used here, which were sent him.

GERMANY.

A letter is received as the Report goes to press from a student in Germany, from which we copy the following: —

"I should be obliged if you would send me what you regard as the best text-books for scientific temperance instruction for youth. Am often asked by the teachers here what we are doing in America. I should like to show them our best temperance text-books on this subject.

"Am just now attending a session of a temperance society, — topic under discussion 'Who is a drinker, and what can be done for him?' Answer — 1st. 'A man who gets drunk is a drinker. 2d. He who is often drunk. 3d. He who is always drunk.'

"He who says that German beer does not hurt the German either does not know or wilfully misrepresents."

NORWAY.

In 1888 Mrs. Charlotte A. Gray wrote that she was urging the importance of scientific temperance teaching for the young in all her

addresses. In 1889, after receiving copies of the American endorsed text-books on this topic, she wrote that several prominent gentlemen had prónounced them just what was needed in Norway. At the close of 1890 she writes that No. 2 of the Pathfinder Series has been translated into the Norwegian language, and efforts are now being made to secure its general introduction into the schools.

SWEDEN.

A text-book on Scientific Temperance for the schools of Sweden is now being prepared by a member of the Swedish Parliament, who is also a member of a royal commission on the temperance question, and is appointed to prepare this book in connection with a famous physiologist of that country, "who has recently become a tee-totaller." At the request of the first-named gentleman, sample copies of our endorsed text-books have been sent him.

RUSSIA.

The following is from a letter recently received from Miss Alli Trygg, of Helsingfors, Finland: "In Europe we are more and more interested in the Scientific Temperance Instruction in the schools. From America this excellent movement has reached us. In Finland this autumn a Teachers' League is formed in order to put this teaching into the schools." After stating that she had received leaflets concerning this work while at the Paris Exposition, and had also learned something of the work while attending the Woman's Congress at Washington in 1888, Miss Trygg asked for a sample series of our endorsed books, and closed by saying, "I am most interested in the temperance teaching in the schools because I think this is the most important thing in the whole temperance work." A number of books were sent to Miss Trygg, and we hope to be able to announce in our next report that this subject has been introduced into the schools of Finland.

DENMARK.

Soon after the Report of 1888 was sent out a request came from the Hon. Karl Schon of Copenhagen for sample copies of our text-books to examine with a view to their translation and introduction into schools there, also some copies of the Report for general distribution, all of which were duly sent.

THE DANISH WEST INDIES.

Early in 1890, in response to a request from an earnest worker in Christiansted we forwarded him a copy of the Department Report for 1888. Subsequent letters state that public lectures in favor of the teaching of this topic have since been given there, and an earnest effort is being made to create an interest that will secure good results.

BULGARIA.

A warm interest in this department of work is taken by missionaries and teachers in Bulgaria. Copies of our endorsed books have been sent by request of Mrs. Zoe A. U. Locke, and are in use in schools where English is taught. Only the question of expense stands in the way of their translation into the language of the country.

TURKEY.

Turkey has been frequently represented as a nation little given to the vice of intemperance; but she is fast losing that reputation. The Rev. L. S. Crawford of Broussa writes: "The Turks obey their great prophet's command to abstain from wine, but as 'raki' [brandy] and rum had not been invented in those days, and as he consequently did not say anything against them, the wealthy Turks, especially on the seacoast, use a great deal of alcoholic liquors. 'Raki' is a great drink at the cafés among all nationalities, and even the smallest villages have such drinking-places. Greek and Armenian priests, as well as people, drink, and I think I am not alone in considering strong drink to be one of the greatest, if not the greatest hindrance to the evangelization of this land." The drinking of wine is more largely confined to the so-called "Christian" communities, as distinguished from the Mohammedans, though it must be confessed that where the latter have opened the way for stronger drinks the lighter ones are slipping in also, and those who have opened the door are beginning to forget their great prophet's command. The whole sin, however, may be laid at the door of the so-called "Christian" communities.

Another missionary, the Rev. A. Fuller, President of the Central College of Turkey, writing for sample copies of Temperance Physiologies used in the schools of America, says: "In this land tobacco is almost a greater curse and danger to our Protestant communities than alcohol. Every point you gain in America against these evils is a point gained for the world." Our endorsed physiologies, teaching the nature and evil effects of both alcohol and tobacco, are in use in a number of the mission schools in Turkey.

ASIA.

INDIA.

Under Mohammedan rule the sale of alcoholic liquors, opium and Indian hemp was strictly prohibited in India. Their use was considered a degrading vice. But under English rule, in spite of the protest of Christendom, the sale of narcotics is not simply allowed, but pushed by a pernicious license system that makes it to the interest of every local officer to extort all the revenue possible from their sale. Under this system the number of shops licensed to sell opium and Indian hemp now number over 20,000 and those for selling alcoholic liquors about the same. The duties on spirits increased from 1,000,000 rupees in 1870 to 90,000,000 in 1889. "Drink is now a rising tide among the masses of this massed nation," writes the Rev. H. C. Stuntz, editor of *The Indian Witness*. "Englishmen are rapidly making this a drunken nation," writes another. Still another says, "Sober India was hard enough to preach to; what will drunken India be?"

Seeing this barrier to the progress of Christianity among the natives of India, Christian missionaries there are now turning their attention to the education of the children concerning the nature and effects of these narcotics upon the human system. In April, 1889, Mrs. E. M. Argand, Secretary of the Madras W. C. T. U., wrote: "We are convinced of the great need of educating the young in temperance principles, and should be obliged if you will send any information you can in aid of the introduction of Scientific Instruction on the nature of alcohol, etc., into government schools. We shall also be glad to have specimens of books, or short lessons suitable for introduction into the reading-books. We want to have a definite proposal to lay before the Director of Public Instruction, and knowing that such teaching has been introduced into your State schools, will be glad of all the benefits of your experience that you can give us."

The same mail brought a letter from the Rev. E. S. Busley, of Punjaub, making a similar request: to both of which we gladly complied. One year afterward came letters from Mrs. M. McDonald, President of the India W. C. T. U., and the Rev. H. C. Stuntz, both of

Calcutta, saying that a text-book on this topic based on our American text-books, but written from an Asiatic standpoint, was being prepared, and asking for aid in procuring cuts, which could not be produced there. The publishers of our American books kindly agreed to furnish these cuts at cost price, and Dr. La Fetra, of Washington, D.C., has offered to pay this cost. As soon as these books, now under way, are ready, an effort will be made to secure their introduction into the government schools. The Hon. Maurice Gregory, of *The Bombay Guardian* and *The Banner of Asia*, writes that if he could have a number of copies of our American books to send to influential people in the Empire, it would materially assist in arousing the interest necessary for securing this introduction. As soon as the necessary funds can be raised, the books will be purchased and sent.

The thanks of this Department are due to the Hon. Maurice Gregory for a box of specimens of the various preparations of opium and Indian hemp used in India, together with opium pipe, lamp, etc. They are sad illustrations of the methods by which the human race are being debauched and ruined.

SIAM.

In May, 1889, Mrs. Mary L. Cort, a missionary in Siam, wrote that copies of the Pathfinder Series of Temperance Physiologies had been shown to the Siamese Minister of Education, that he had approved them, and said it would be good to have them translated and introduced into the government schools of that country. The need for such instruction in Siam is felt to be very great by the missionaries, who "have to contend not only with the effects of opium smoking, but the example of English residents," writes one missionary. This same missionary says: "Among the Siamese there is hardly one sober man in one hundred. I have never seen a man or boy in all my fourteen years here, who did not smoke tobacco, and many of them also use opium and Indian hemp. The blood of the whole race is vitiated with these poisons."

This picture of desolation led us to appeal to the sympathies of Mrs. Sarah Collins, of Purchase, N.Y., who responded to the appeal, and furnished the means for sending to Siam 40 copies of "Child's Health Primer." A subsequent letter from Siam announced the receipt of the books in good condition, saying that the children were delighted with them, and they would be distributed in schools where English was taught.

CHINA.

A missionary in China who received a copy of the National and International Report of this Department for 1888 sent a check for $10.00 as a token of his interest and belief in this "form of battle" against the narcotic evil that more than anything else stands in the way of success in missionary work. Another missionary to China, after receiving the Report, wrote: "One cannot go out even a few steps without being painfully reminded of the immoral lives of the men from our Christian native lands. It makes one sick at heart to think of the drunkenness and vice which is constantly before the eyes of this heathen people."

Pathfinder Temperance Physiology, No. 1, "Child's Health Primer," has been translated into the Chinese language by an American missionary in that country.

JAPAN.

In 1889 Mrs. Leavitt, writing of her efforts in the interest of this Department during her trip around the world, said that sometimes, as in Japan, a single conversation had secured this instruction for the children of a whole nation. From letters from workers in Japan, we learn that the subject is taught in many schools, text-book instruction being often supplemented with magic lantern views.

AUSTRALIA.

The Parliament of South Australia has enacted a law making Scientific Temperance Instruction compulsory in all the schools of the colony. Also in Queensland, in response to a petition, books on this topic have been put into all the primary schools.

NEW ZEALAND.

Scientific Temperance Instruction is given in many of the schools. At last report received, efforts to have the teaching of the subject made compulsory were in progress, with fair promise of success.

HAWAIIAN ISLANDS.

The Hawaiian translation of "Child's Health Primer" is in use in many of the schools, counteracting among the young the demoralizing example of indulgence in alcoholic drinks and other narcotics set by

representatives of more civilized countries. A visiting missionary describes calling at a district school where "was a line of boys and girls each holding a copy of 'Child's Health Primer,' and giving prompt replies to questions put to them."

SOUTH AFRICA.

A teacher in South Africa writes that the good people there are not yet aroused to the magnitude of the evils of intemperance. She says: "Here the best Christians, descendants of French Huguenot emigrants, are wine farmers. The antiquated arguments and objections that were disposed of fifty years ago in the United States are here as fresh and vigorous as ever. . . . It is the worst of heresies to deny the wine and brandy church members and officers their sacred and inalienable right to make drunkards of the poor, miserable colored people on the farms and in the villages. On the wine farms the employer pays a part of the wages in wine, and there are many places where the laborers get wine served out regularly five times a day. Nearly everybody drinks wine, teachers and all, and there are lady principals of girls' schools who, in the language of their society, 'take more than is good for them.'" But even here there is a gleam of hope; for "some teachers are deeply stirred and are ready to do what they can to take the temperance teaching in hand." To these teachers books have been sent, and we shall hope to hear soon that others are giving attention to the matter.

SUMMARY.

These pages report from twenty different countries besides the United States more or less interest aroused on the part of one or many in behalf of making Physiological or Scientific Temperance a part of the required education of the young. In some cases it is only a beginning, in others decisive action has been taken which already is influencing young lives.

Ignorance of the power that alcohol and other narcotics, even in small quantities, have to create an uncontrollable and destructive appetite for more has brought the nations under bondage to these substances. Omnipotence hath said, "Ye shall know the truth, and the truth shall make you free." Because this promise stands, an unrepealed surety, we are sure that the truth against alcohol and the kindred soul and body destroying narcotics is to go to the inhabitants of the earth: and then as surely as light will dispel darkness will the truth make them free.

APPENDIX.

A LETTER FROM SENATOR H. W. BLAIR

TO THE

PRESIDENT OF THE MICHIGAN STATE W. C. T. U.

WASHINGTON, D.C., May 19, 1890.
UNITED STATES SENATE.

DEAR MRS. LATHRAP:—Your letter was duly received, and should have been earlier replied to, but the time has gone so rapidly that I was surprised, on referring to your letter, to find that the Convention commences to-morrow.

You ask why the School Bill, which the W. C. T. U. has championed so long, as furnishing the opportunity for that indispensable primary education, without which the training of the rising generation in knowledge of the principles of temperance would be impossible, either in the schools themselves or through the press, has been repulsed in the Senate, and its final passage endangered.

I can hardly answer fully without taking too much of the precious time of your session, and I never saw a place where there was so little time to spare as at a W. C. T. U. Convention, except perhaps in battle.

From the beginning, this bill has been fiercely, although, so far as possible, secretly, antagonized by those influences in our country and out of our country co-operating within it, that are opposed to our public-school system, which is the life of the Republic.

The twenty-five millions of people in the South, with their children forever, would be educated in the common school if this bill should become a law. If it can be defeated, the tremendous efforts which for some years have been making, and with constantly increasing energy and success, to secure possession of the educational future of the South will have a fair hope to prevail; but if this temporary aid from the National Treasury can be secured to reinforce their struggling, and in many places dying, public schools, within ten years they would be firmly established everywhere, and the South would become for all time as sure of free public schools and of civil and religious freedom as in Michigan or the North generally. Indeed, I believe more so; for the public school would very soon solve the race problem and secure the complete realization of civil and political rights; while in the

North we are confronted with serious problems arising from immigration and other causes from which the South is comparatively exempt.

This anti-public-school power was at this time brought to bear particularly upon the Senate, it being generally admitted that at this Congress the House could not be relied upon, as formerly, to defeat the bill.

At the opening of the debate last winter, I found that many hitherto friends of the bill in both parties were against it; but I prolonged the discussion as much as possible, in order to obtain time to get them back, and after more than two months of intense labor, most of which was in addition to that of the debate on the floor, we had just a tie in the Senate, and the vote of the Vice-President ready to support and pass the bill.

At the opening of the debate we should have been beaten in the Senate by not less than ten or twelve majority.

The vote was taken on the 20th of March. During the closing hours of the debate I learned for the first time that the vote of Ohio, always hitherto for the bill, had changed, and would oppose it. This was wholly unexpected, and I found it impossible to either persuade the Ohio Senators to stand by their former action or to obtain other support. The result was that the vote, which would have been 34 to 34, with the vote of the Vice-President in the affirmative, passing the bill by one majority, was 32 to 36. I then changed my vote, in order to move a reconsideration, and it was declared 31 in the affirmative and 37 in the negative.

I am glad, as you will be both proud and glad, that Senators from Michigan voted for the bill.

I have some reason to hope that the motion to reconsider may prevail later on. Very much will depend upon the action of the Northern people, which has, as you know, great influence upon those who represent them. Of course there are many excuses put forth, such as that the Southern people could not be trusted with the money, that the bill intermeddles with local institutions, that we would like to educate the colored but not the white children, that we cannot spare the money, and all that; but these are mere subterfuges and pretenses. The bill has so far been defeated by the enemies of the public-school system.

This bill, if a law, would settle the controversy forever in favor of the public school. The opponents of the bill are far more alive to the infinite importance of the occasion than are the friends of the public schools, and their power in both political parties and over the fate of public men is very great. No man in public life can antagonize them and expect to continue in public life. This has been apparent to me for a long time, and I am not surprised that many quail and change. If the people would comprehend the issue and stand by those who represent them, it would be different, but there is danger that they will not arouse until too late.

I think that if it had been possible for Mrs. Hunt to have been in Washington this winter, and had there been anything to have enabled her to have carried on the campaign as in former years, the result

might have been different, but she was buried in other work and without means. These years of struggle have been very expensive, and both she and myself had nothing for even the most trifling charges. Sometimes I feel so outraged by what I have been obliged to suffer and sacrifice and now almost to fail, that I wish for a thunderbolt to voice my indignation that the wealth of the country is so unmindful of the duties which it owes to our free institutions, and especially to the public-school system, upon which they depend for perpetuity.

If the W. C. T. U. will stand by this bill, they will yet save the public schools of this country. I do not expect to be in public life until the end of the struggle, but do you persevere. No great and good cause can fail, for God will not fail.

Sincerely Your Friend,

HENRY W. BLAIR.

DEPARTMENT LITERATURE.

I. For Teachers, School Boards and General Distribution.

1. The History of the First Decade of Scientific Temperance Instruction in Public Schools.
2. Schedules of Courses of Study for graded and ungraded schools, with a full list of the various endorsed text-books, showing the grade for which each is adapted, and "Reasons" for the adoption of the Course of Study, $1.00 per 100.
3. A Standard for the Enforcement of a Temperance Education Law.
   With one signature . . . . . .50 per 100.
   With all the signatures . . . . . $1.50 per 100.
4. The Standard for Temperance Text-books . . .30 per 100.

II. For S. T. I. and other Workers for the Enforcement of Temperance Education Laws.

1. The Plan of Work . . . . . .15 per single copy.
2. The Co-Workers' Letter, the annual supplement to the Plan of Work . . . . . .50 per 100.
3. The Visitation Blank, which is a means of demonstrating where a better enforcement of a temperance education law is needed . . . . . $2.00 per 100.
4. Merit and Demerit Circulars 1, 2, 3, and 4.
   Circular No. 1, contrasts the Smith and Mills' Physiologies with the endorsed physiologies.
   Circular No. 2, contrasts the unrevised editions of the Blaisdell Physiologies and Johonnot and Bouton's "How We Live" with the endorsed physiologies.
   Circular No. 3, contrasts the Cutter Physiologies with the endorsed books.
   Circular No. 4, points out the short-comings or defects of nearly all the unendorsed physiologies not included in circulars 1, 2, and 3.

III. For Distribution in States Working to Secure Temperperance Education Laws.

1. Petition Heads.
2. The Schoolhouse to Decide the Temperance Question.
3. Speech of Hon. B. M. Cutcheon on the passage of the National Temperance Education Law.
4. Address of Mary H. Hunt, before Committee of the United States, on behalf of National Temperance Education Law.
5. Five Reasons for Scientific Temperance Instruction in Public Schools.
6. The House on the Sand.

IV. Miscellaneous.

1. Scientific Temperance: What is it?
2. What shall be taught the children?
3. Answers to Some False Notions.

The following from the New York SCHOOL JOURNAL, shows why

Scientific Temperance Instruction should be given in the Primary Grades.

"It is estimated that 60 per cent. of the Children who enter the primary schools never pass into the next grade; 87½ per cent. of those who enter the grammar grade leave school at or before the completion of that work. Those who remain to enter the high school constitute but 5 per cent. of the number that entered the primary grade, and the graduates from the high school are but one-half of one per cent. of the whole number originally entering."

From this it is clear that whatever is to be taught through the schools to the 60 per cent. that leave the primary grade must be taught in that grade, and whatever is omitted from the intermediate grades to be taught in the high school will benefit only 5 per cent. of the whole number of pupils who enter school.